

**IMPROVING STUDENTS LISTENING SKILL THROUGH  
TOTAL PHYSICAL RESPONSE GAMES OF GRADE  
FOURTH OF SDIT ANAJAH IN THE ACADEMIC YEAR OF  
2012/2013**

**A Thesis**

Presented as partial fulfillment of the requirements  
To obtain a *Sarjana Pendidikan* Degree in English Education



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2013

**APPROVAL**

**IMPROVING STUDENTS' LISTENING SKILL THROUGH TOTAL  
PHYSICAL RESPONSES GAMES AT GRADE FOURTH OF SD ANAJAH  
IN THE ACADEMIC YEAR OF 2012/ 2013**



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## RATIFICATION

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## *DEDICATION*

In the name of Allah, I dedicate my thesis to:

♥ My dearest father and mother,

*Bapak Warsito And Ibu Sri Widayati.*

♥ My charming little brother,

*Iwan Saputro.*

♥ My beloved little sister,

*Tika Wahyu Saputri*

Thank you for all the continuous prayers, support,  
and endless love.

## MOTTOS

*Khairunnas anfa'uhum lin naas*

*( The best among you are those who are most beneficial /assisting  
to others)*

*(HR. Bukhari-Muslim)*

*Hidup bermanfaat bagi orang tua dan sesama.*

*(Faidah Rahmawati)*

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I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, October 2013

The writer

## LIST OF CONTENTS

	Page
APPROVAL .....	ii
RATIFICATION.....	iii
PERNYATAAN.....	iv
MOTTOS.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENTS.....	vii
LIST OF CONTENTS.....	viii
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
ABSTRACT.....	xv
CHAPTER I. INTRODUCTION.....	1
A. Background of the Study.....	1
B. Identification of the Problem.....	4
C. Limitation of the Problem.....	6
D. Formulation of the Problem.....	7
E. Objective of the Research.....	8
F. Significance of the Research.....	8
CHAPTER II. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK.....	9
A. Literature Review.....	9
1. Teaching and Learning English in Primary Schools .....	9
a. Teaching and Learning English in Primary Schools in Indonesia.....	9
b. The Objectives of Teaching English in the Primary Schools .....	10
c. The Characteristics of Primary School Students.....	12
d. Developing Listening Skills .....	14
1) Definition of Listening.....	14
2) Teaching Listening in Primary Schools.....	17



3) Techniques of Teaching Listening.....	20
4) Listening Tasks.....	23
5) Assessing Listening.....	27
e. Theories of Total Physical Response Games	30
.....	
1) The Nature of Interaction .....	30
2) The Nature of TPR Games .....	33
3) The Nature of TPR Games.....	36
4) Kinds of TPR Games .....	38
5) Integrating TPR Games in English Teaching- Learning .....	41
6) Advantages of TPR Games .....	43
B. Conceptual Framework.....	45
CHAPTER III. RESEARCH METHOD.....	47
A. Research Design.....	47
B. Member of the Research.....	48
C. Setting of the Research.....	49
D. Procedure of the Research.....	49
1) Planning.....	49
2) Action.....	50
3) Observation.....	51
4) Reflection.....	51
a) Cycle 1.....	52
• Planning .....	52
• Action and Observation .....	53
• Reflection .....	53
b) Cycle 2 .....	53
• Planning .....	53
• Action and Observation .....	54
• Reflection .....	55

E. Instruments and Data Collection Techniques .....	55
1. Observation .....	55
2. Interview .....	56
3. Documentation .....	57
4. Tests .....	57
F. Data Analysis .....	58
1. Assembling the data .....	58
2. Coding the data .....	58
3. Comparing the data .....	59
4. Building interpretations .....	59
5. Reporting the outcomes .....	59
G. Validity and Reliability of the Data .....	60
CHAPTER IV. THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATIONS .....	62
A. The Sharpening of the Problems .....	62
1. Identifying of the field problems.....	62
2. Determining the research problems.....	64
3. Determining the actions to solve the field problems.....	65
B. The Report of Cycle 1.....	67
1. Planning .....	67
2. Action, Implementation, and Observation in Cycle 1.....	70
1) Improving students' listening skills through TPR games .....	70
(a) Meeting I .....	70
(b) Meeting II .....	73
(c) Meeting III .....	75
2) Using classroom English effectively .....	76
3) Using varied media in the teaching-learning process .....	80
(1) Using flashcards .....	81

(2) Using a big picture (a poster) .....	82
(3) Using a puppet .....	83
(4) Using mini-clocks .....	84
(5) Using handouts .....	84
4) Using songs to warm up and motivate the students in learning English .....	84
3. Reflection of Cycle I.....	86
4. Findings of Cycle I .....	89
C. The Report of Cycle 2 .....	93
1. Planning .....	93
2. Action, Implementation, and Observation in Cycle 2.....	95
1) Improving students' listening skills and students' involvement through TPR games...	96
(a) Meeting I .....	96
(b) Meeting II .....	98
(c) Meeting III .....	101
2) Using classroom English effectively .....	103
3) Using varied media in the teaching-learning process .....	104
(1) Using flashcards .....	104
(2) Using a puppet .....	105
(3) Using a big picture (a poster) .....	105
(4) Using clothes .....	106
(5) Using handouts .....	106
4) Using songs to warm up and motivate the students in learning English .....	106
5) Giving appreciation towards the students' work to improve their motivation in learning .....	109
3. Reflection of Cycle II .....	110
4. Findings of Cycle II .....	114
5. General Findings .....	116

D. Pre-test and Post-test of the Students' Listening Skills .....	120
<b>CHAPTER V. CONCLUSIONS, IMPLICATIONS, AND</b>	
<b>SUGGESTIONS .....</b>	<b>122</b>
A. Conclusions.....	122
B. Implications.....	125
C. Suggestions.....	127
<b>BIBLIOGRAPHY.....</b>	<b>130</b>
<b>APPENDICES.....</b>	
A. APPENDIX 1 (FIELD NOTES) .....	133
B. APPENDIX 2 (INTERVIEW TRANSCRIPTS) .....	164
C. APPENDIX 3 (LESSON PLANS) .....	185
D. APPENDIX 4 (COURSE GRIDS) .....	223
E. APPENDIX 5 (SONGS LYRIC) .....	259
F. APPENDIX 10 (PHOTOGRAPHS) .....	277

## **LIST OF TABLES**

Table 1 SK-KD of Speaking Skills of SD Semester 2.....	
Table 2 The Action Plans of the Research.....	
Table 3 The Field Problems .....	
Table 4 The Solutions of the Problems .....	
Table 5 The Changes (before and after implementation) ... ..	

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

It has been understood that the objective of learning a language is to be able to communicate in the target language. In this context, the target language is English. Thus, the teaching and learning of English should be emphasized at helping the students to be able to communicate in English, both in written and spoken form. To achieve that objective, English teaching and learning should be focused on developing students' four language skills, reading, writing, listening and speaking.

In the classroom activities, the students should be encouraged to be active participants mentally and physically, because by doing this, they can learn best, as stated by Piaget (2007) that elementary students are concentrated thinkers and learn best through active by TPR games. TPR games can be maximally achieved if it is supported by the teacher's efforts to improve the students' speaking skill. Creating fun and interesting activities is very important, especially for young learners. These kinds of activities will influence the students' active to improve speaking skill in the teaching and learning activities. This is similar with what Harmer (2007:83) says, because children love discovering things, and because they respond well to being asked to use their imagination, they may well be improve in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs.

That is what happens in SDIT Anajah is still far from the expectation. The English teacher in SDIT Anajah states that it was difficult to improve speaking skill the students

in the learning process. Their lack of improving was influenced by several factors. First, the teaching and learning activities were monotonous. The teacher's teaching techniques were only focused on memorizing vocabulary and asking the students to do the exercises in the commercial worksheet (LKS). Second, the teacher as a classroom manager could not organize the students in carrying out the tasks. It made the students get bored easily and they were also reluctant to involve themselves in the learning activities. Furthermore, the English teacher rarely to use classroom English during the learning process, since the teacher tended to use Indonesian or Javanese in presenting the materials or communicating with the students. So that, the students were not familiar with English and they were reluctant to speak in English because they thought that English was a difficult lesson. In addition, the learning materials were not interesting and familiar to the students, since they were adopted from the printed books and commercial worksheets. The use of media to ease the students in understanding the materials was rarely applied. Therefore, the students were not enthusiastic in attending the lesson, and finally they could not achieve the learning objectives.

These phenomena lead some questions for the English teacher how to solve the problems. After a series of discussions with the teacher, the researcher observed the problems during the English lessons in one of the Marketing classes at grade Three in SDIT Anajah. Then the researcher and the English teacher agreed to use games in the teaching and learning process as one of the solutions.

Games, according to some experts (Hadfield, 1990; Brown, 2001), are effective to improve students' speaking skills. Besides they can be used to be practiced in all language skills and be used to practice many types of communications (Aeroz, 2000),

games trains the students to be more responsible for their own learning, cooperate with their friends and compete with other students (Setiani, 2010).

With the element of fun (Hadfield, 1990) and rules (Hadfield, 1990; Byrne, 1995) that games have, they would bring powerful effects which appear in the term of motivation, unconscious language acquisition, and learner's performance in using the language. In Paul's (2003: 49) words, when playing, singing and learning are integrated into a total learning experience, the combination is very powerful. Reading some proofs about the power of games in the teaching and learning process, the researcher decided to use games to improve students' speaking skills as a solution to the problems above.

## **B. Identification and Limitation of the Problem**

Based on the observations, the researcher found some problems at grade IV. They include:

Firstly, the teacher took only a little role in her teaching, modifying a little activity to improve the performance of students' language skills. This problem makes the learning activities boring because they are monotonous and less challenging for some students. Moreover, the technique that the teacher brought into the class cannot accommodate the students to communicate with and learn the language effectively.

Secondly, the students had low motivation in learning. They spend their time with friends by playing, feeling sleepy, and/or doing something unrelated to the English lesson. They were also reluctant to bring a dictionary or even find other learning resource to help them understanding the lesson.



The third factor is related to the learning materials. Learning materials influence the students' involvement, since they provide stimulus and encourage the students' involvement as stated by Hutchinson and Water (1987:106) that materials provide stimulus to learning. Lesson materials which are appropriate with the students can encourage their involvement in the teaching and learning process. It is in line with Harmer's statement, (2001: 39) that the teacher's job is to provoke the students' engagement with material which is relevant and involving at the same time. Thus, the material being studied should be relevant with the students' environment, needs, and ages. This material should also improve the students' involvement

The fourth factor is related to the use of media. Media have an important role to support the effectiveness of the teaching and learning process. They can ease the students to learn the materials presented by the teacher. The use of appropriate media can stimulate the students to pay attention to the lesson and to become more involve in the learning activities. According to Arsyad in Ahmad (2007) that utilizing instructional media in the teaching and learning process can encourage the students' new interest and willingness, arouse their motivation, stimulate their activeness, their involvement and even give them psychological influences. So, it is necessary for the English teachers to create and provide interesting and appropriate media during the teaching and learning process. These media can be in the form of flashcards, pictures, audio-visual, real objects, etc.

The fifth factor is related to the teaching methods. In selecting the methods the teacher should takes into account the time of using this method, the place this method will be taken, and the students' feeling. It is the teachers' job to vary their methods in

every activity they hold in the teaching and learning process. Sometimes they may use games, songs, group work, pair work, or maybe individual work as long as the methods can increase the students' activeness and fulfill their learning needs. According to Harmer (1991:5) the method by which students are taught must have some effects on their motivation. If they find the method deadly boring, they will probably become demotivated, whereas if they have confidence in the method, they will find it motivating themselves. Thus, the use of a method which is appropriate with the students will stimulate them to be more involved in the teaching and learning activity.

### **C. Formulation of the Problem**

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification and limitation of the problem, the problem is formulated as follows: How should TPR games to improve speaking skills at Grade IV of SDIT Anajah in academic year of 2012/2013

### **D. The Objective of the Study**

This study aims to improving speaking skills at Grade 1V of SDIT 1 by TPR games.

To describe the effective ways of applying games in class activities at the fifth grade of SDIT Anajah in the academic year of 2012/2013.

### **E. Significances of the Study**

The result of this research is expected to give some theoretical and practical advantages.

1. Theoretically, this research provides some beneficial and referential contributions in giving knowledge of the way to improve the students' involvement.

2. This study is expected to be beneficial for:

- a) English teachers in SDIT Anajah; the finding of this study is expected to become a source of information about the ways to improve the teaching and learning quality.
- b) Other teachers in SDIT Anajah; the finding of this study is expected to become an evidence that represents students' ability in learning foreign language.
- c) Institutions that held the English teaching program; this study is expected to become an input in empowering the teachers of English to improve the students' speaking skills in teaching and learning processes by using games.
- d) English education students of Yogyakarta State University; the finding of this study is expected to become one of the considerable source or reading material either to enrich their reference in writing their thesis or to improve their knowledge in English teaching and learning processes.
- e) The researcher herself; this study is expected to increase her awareness of the contribution of games to improve the students' speaking skills in teaching and learning processes and gives the experience in doing the research and working with other people as well.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. Teaching and Learning English in Primary Schools**

##### **a. Teaching and Learning English in Primary Schools in Indonesia**

Teaching English to children, in this case is the primary school students, should be different from teaching English to adult. It is because young children do not have specific foreign language needs, although some may be under pressure, usually from their parents or the school system, to pass the English examinations (Brewster & Ellis, 2004: 27). Therefore, the aims of learning a foreign language to children should also be different from the aims of learning a foreign language to adults.

According to Harmer (2008: 38), young learners especially those up to the ages of nine to ten, learn differently from older children, adolescents, and adults. Children learn a foreign language through playing and talking things with adults. It is supported by Foster-Cohen (1999: 95) who states that the children somehow ‘picked the language up’ from hearing it and from being spoken to. These issues are what a teacher should consider to maximize the learner-learning centered in the English classroom.

The nature and concept of teaching a foreign language in the level of primary schools is new for Indonesian teachers. Therefore, an English teacher should encourage the students by providing developmentally appropriate

instruction. In fulfilling the needs for children's developmentally appropriate instruction, the teachers are required to provide comprehensible input that is based on the school-based curriculum. According to Krashen in Linse (2005: 13), comprehensible input is input which is a little bit above the learner's language level but understandable. So, if the teachers want to focus on learning centered teaching, it is vital that they are well-informed about the learner's physical, emotional, conceptual, educational, and linguistic characteristics (Brewster & Ellis, 2004: 28).

From the explanation above, it can be concluded that in teaching English as a second or foreign language to children, teachers must consider not only the pedagogical principles in language teaching but also the characteristics of children because the way they learn depends on their developmental stage. Consequently, the teachers should create engaging and motivating English lessons in the classroom and providing fun and comfortable atmosphere which can make the students interact with others.

#### **b. The Objectives of Teaching English in the Primary Schools**

There are some reasons of teaching English in the primary schools. Brewster & Ellis (2004: 3) give a reason of starting to learn a foreign language several years earlier. It was simply to increase the total number of years spent learning the language. This decision needed to take into account two important considerations; the time factor and the nature of primary methodology. For children, it was determined that regular slots during the week likely to be more effective than a longer more concentrated slot only once a week. Second, teachers

should take account of the methods and the pace of primary school teaching, so that a year of teaching in primary school cannot be equated with a year in secondary school. The most common reason was the fact that young children seem to have a greater facility for understanding and imitating what they hear than secondary school pupils.

Scovel in Brewster & Ellis (2004: 20) points out that language is best learned during the early years of childhood. This statement is in line with Curtain and Dahlberg in Ara (2007: 169) who state that the main factor in building foreign language proficiency is the amount of time spent for learning the language. They state, “When language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness”.

From the explanations above, it can be concluded that there are two considerations of teaching English since children; they are time factor and the nature of primary methodology. It is more effective when the children learn a language regularly in a short time, than they learn it once in a long time. The teachers also cannot compare the ability of primary school students with secondary school students when they are learning a language in the same period of time. The more important reason is the children have a greater opportunity and proficiency in mastering the language than adults.

Meanwhile BOEN (Bulletin Officiel de l'Education Nationale) in Brewster & Ellis (2004: 5) states that the aim of early foreign language learning was not the creation of bilingual children but more reasonably ‘to prepare children

linguistically, psychologically, and culturally for language learning'. The aims of primary language learning all over the world can generally be classified under these headings: psychological preparation, linguistic preparation, and cultural preparation. Based on the psychological preparation, Ministry of Education in Indonesia has the objective 'to motivate children to learn English in interesting and fun ways' (Brewster & Ellis, 2004: 6).

Thus, the aim of English teaching in the primary schools is different from that in secondary schools. As the aim of the Ministry of Education in Indonesia is to motivate the students in learning English through interesting and fun ways, therefore the English teachers in primary schools should find and create kinds of interesting and fun activities to motivate the students to learn English and make them involved actively in the English teaching and learning process.

### **c. The Characteristics of Primary School Students**

There are many factors which affect the English teaching-learning process, such as students, teacher, materials, methods, language media, and curriculum. One of the most important factors is the students since they are the object of teaching. Before teaching, a teacher has to recognize the characteristics of the primary students.

According to Scott and Ytreberg (2004: 3-5), the general characteristics of students in primary schools are as follows:

- 1) They are competent users of mother tongue.
- 2) Their basic concepts are formed.
- 3) They can tell difference between fact and action.

- 4) They ask question all the time.
- 5) They rely on the spoken word as well as the physical word to convey and understand meaning.
- 6) They are able to make some decisions about their own learning.
- 7) They have definite views about what they like and do not like to do.
- 8) They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.
- 9) They are able to work with others and learn from others.

Brewster & Ellis (2004: 27-28) supports Harmer's theory by proposing that young children are different from older learners because they:

- 1) have a lot of physical energy and often need to be physically active
- 2) have a wide range of emotional needs
- 3) are emotionally excitable
- 4) are developing conceptually and are at an early stage of their schooling
- 5) are still developing literacy in their first language
- 6) learn more slowly and forget things quickly
- 7) tend to be self-oriented and preoccupied with their own world
- 8) get bored easily
- 9) are excellent mimics
- 10) can concentrate for a surprisingly long time if they are interested
- 11) can be easily distracted but also very enthusiastic



Based on the explanation above, it can be concluded that young learners love to play and learn best when they enjoy themselves. However, they have very little attention span, just like the fifth grade students of SDIT Anajah. They lose interest quickly and they are less able to keep themselves motivated on tasks they find difficult. Moreover, the students usually get bored easily during the class activities. Concerning those characteristics, the use of enjoyable and active learning is very important. Therefore, a teacher needs to make the teaching-learning process more interesting as in the students' daily life so that it can motivate them to learn English.

#### **d. Developing Listening Skills**

##### **1) Definition of Listening**

In the early 70's, Asher, Postovsky, Winitz, and Krashen, bring attention to the role of listening as a tool for understanding and emphasize it as a key factor in facilitating language learning. Thus, listening emerges as an important element in the process of second language acquisition.

Here are the definitions of listening proposed by some experts as they cited by Helgesen and Brown (2007: 3).

1. "Listening is an active purposeful processing of making sense of what we hear" (Helgesen, 2003: 24).
2. "Listening is the mental process of constructing meaning from spoken input" (Rost, 2002: 279).
3. "Listening comprehension is the process of understanding speech in first or second language. The study of listening comprehension in second language

learning focuses on the role of individual linguistics units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situations and context, background knowledge and topic" (Richards and Schimdt, 2002: 313).

4. "Listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express" (Rubin, 1995: 7).
5. "... listening is not a skill, but a set of skills all marked by the fact that they involve the aural perception of oral signals ... [it] is not passive. A person can hear something, but not be listening ... it is absolutely necessary for almost any other work with language, especially for speaking and even for writing" (Rivers, 1997: 129).

There are three points that can be noted from the above definitions. First, listening is an active skill, not a passive one. It is clear that the listener is doing more than simply decoding what is heard. In the beginning, the listeners get information (from visual and auditory clues) and relate this information to what they already know, then in the process of making sense of the input, listeners use only parts of incoming information. This is in line with what Brewster & Ellis (2004: 98) propose that listening is not a passive skill but an active one because the listener needs to be receptive to others, which include paying attention to explanations, questions, and opinions. Similarly, Pinter (2006: 48) also defines

listening as an interactive process involving a number of different cognitive, psychomotor, and affective mechanisms.

Second, listening requires full interpretation of oral sounds. Helgesen and Brown (2007: 6) propose that “interpret means in trying to make sense of the input, listeners use their background knowledge as well as the new information to decipher what is going on and to figure out what speakers intend”. Related to this definition, Howatt and Dakin in Rost (2002: 279) proposes that listening is the ability to identify and understand what others are saying. In other words, the person should be capable of distinguishing the smallest units of sound of phonemes. This is what lets a listener know that the sounds that he or she is listening to exist in a given language.

Third, listening is one of the fundamental language skills. Language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Krashen (1981: 72) argues that people acquire language by understanding the linguistic information they hear. Thus, language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input.

Listening is an invisible mental process, making it difficult to describe. However, it is recognized by Brown (2001: 249) that listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. So, from all

the definitions above, it can be concluded that listening is a complex and active processes of interpretation in which listeners match what they hear with what they already know.

## **2) Teaching Listening in Primary Schools**

To achieve successful English language learning, teachers must teach the students the four language skills, i.e. listening, speaking, reading, and writing. The teaching of listening as a separate skill is a recent innovation in language teaching. It is because listening comprehension is not simply considered as an adjunct of speaking, but listening precedes speaking and other language skills (Harmer, 2008: 17). So, as listening is the foundation for other language skills, starting foreign language learning from listening is important.

Listening is as active as speaking, and in some ways even more difficult, as what Brewster & Ellis (2004: 98) state that listening to a foreign language is hard work, especially for young children. It will require attention, thought, interpretation, and imagination. However, it is important for children to listen to as much English of an appropriate level as possible (Paul, 2003: 71). The level should either be easy for them, at their present level, or just beyond the level they can already understand. If the level is too difficult, the children may lose confidence and positivity.

The major problem is the actual way listening material is presented to the students. Since children have limited attention span, teachers sometimes find difficulties in teaching listening. If the listening activities are not challenging and interesting, they will get bored easily. To overcome this, Pinter (2006: 48) states

that in teaching listening, teachers should give a clear lead in what the students are going to hear; use some kind of visual back up for them to understand; give questions and tasks in order to clarify the things in their minds; and be sure that the tasks help in learning, not confusing.

Helgesen and Brown (2007: 32-37) mention some principles for teaching listening to beginning learners. They are as follows:

1. Be aware of the goal of the task.

If tasks require a clear outcome, then it follows that learners need to be aware of what the goal is before they begin the activity.

2. Use a variety of tasks.

Learners need to become comfortable with a variety of tasks. This is because learners listen to different things in different ways.

3. Be aware of the difference between spoken and written language.

One of the biggest differences between spoken and written language is that in informal conversation people usually do not speak in sentences. They speak in short phrases called idea units. Since spoken language is very different from written language, it is important for a teacher to give the students experience in listening to spoken language than recordings of written texts.

4. Build on success.

To help the students become successful listeners, the teacher needs to give them successful experiences. Dornyei (2001) in Helgesen and Brown (2007: 36) suggests three ways to do just that:

- Provide multiple opportunities for success in the language class.
- Adjust the difficulty level of the tasks to match the students' abilities and counterbalance demanding tasks with manageable ones.
- Design tests that focus on what learners can do rather than what they cannot do, and also include improvement options.

Like children learning their first language, learners of second or foreign language follow the predictable routes of acquisition. The way children learn a foreign language depends on their development stage. Paul (2003: 72) says that as teachers of second or foreign language, it is useful to consider the listening skills as the first language skill that is taught to children when learning English. Linse (2005: 27) adds that children who are not able to listen and follow simple instructions are not ready to learn academic content yet. It is because being able to listen and follow simple instructions is one of the indicators of listening readiness that get the children ready to develop other language skills.

Teaching listening to young learners does not mean just giving them listening activities. Harmer (2008: 129) states that there is so much else going on, such as growing familiarity with social interaction, objects surrounding the child, the structures of stories and games, writing, real life situations involving the outside world, physical actions, and the child's relationship to nature. So, teachers should create creative and interesting learning which can wake the pupils up by giving interactive activities. Teachers should also interact with the children in English to improve their comprehension of language. Games can create movement, concentration, and interaction in the classroom (Hadfield, 2000: 4).

Therefore, through interactive games, an interactive teaching listening will occur without ignoring the children's characteristics.

### **3) Techniques of Teaching Listening**

The teaching techniques of listening should stimulate the pupils to respond physically and orally. An appropriate teaching technique will help the teachers deliver materials and help children to learn a language effectively. An interesting and interactive teaching technique is needed to achieve the purpose of teaching listening. Paul (2003: 73) proposes some techniques to teach listening. They are dictation, stories, comprehension and communication, and TPR (Total Physical Response). Paul adds that TPR is the technique that is often used in one form or another in the EFL classroom.

Total Physical Response (TPR) is a method developed by James Asher to aid in learning a foreign language. The method bases its principles on the way a child learns the first language. In the process of the first language acquisition, the child listens to many language sounds before attempting to speak. In this process, the child follows commands. He or she listens to the language in the form of parental commands. Asher in Linse (2005: 30) adds that TPR have several positive aspects. First, it utilizes the auditory, visual, and tactile learning channel. Second, it helps to teach children to follow directions and listen attentively—two important skills for academic success. Third, in keeping with developmentally appropriate notions or thoughts, children are allowed to listen and then choose when they feel comfortable to start speaking. Fourth, this method can easily be adapted in many different ways for young learners.

In the Total Physical Response, listening is the basis of the course. The teacher gives commands and orders while doing things. Asher (2000) as the developer of TPR elaborates the principles of this method. They are:

- 1) Second or foreign language learning should be parallel to the first language learning and reflect the same naturalistic process.
- 2) Children learn best by doing things.
- 3) Listening should be developed before speaking.
- 4) Once listening comprehension has been developed, speech develops naturally and effortlessly out of it.
- 5) Delaying speech reduces stress.

Regarding the principles of TPR, Linse (2005: 31-39) develops listening activities by using TPR games, songs and finger-plays, drawing, storytelling, yes/no cards, syllable clapping, rhyming word activities, and minimal pairs. Linse (2005: 31) adds that whenever putting together a TPR activity, it is important to consider the complexity of the language being used as well as the interest level of the children.

Brown (2001: 258-260) states that teachers should be familiar with some practical principles for designing listening comprehension teaching techniques. Brown summarizes some principles for designing listening teaching techniques as the followings:

- 1) In an interactive, four-skills curriculum, do not overlook the importance of techniques that specifically develop listening comprehension competence.
- 2) Use intrinsic motivation techniques.



- 3) Utilize authentic language and contexts to make students realize the relevance of classroom activity to their long-term communicative goals.
- 4) Carefully consider the form of listeners' responses to see whether or not their comprehension has been correct.
- 5) Encourage the development of listening strategies, because most foreign language students are simply not aware of how to listen.
- 6) Include both bottom-up and top-down listening techniques, because both of them can offer keys to determine the meaning of spoken discourse.

Teachers are responsible for making good atmosphere in the classroom to promote the students' motivation and better attitude towards learning. In line with this condition, it is very important to seek what method is good for teaching English to children. From the explanation above, it can be concluded that TPR places more emphasis on the link between word and action. The activity, where a command is given in the imperative and the learners obey the command, is the main activity of TPR. Therefore, it will be easier for the students to recall the words they have learned. Moreover, children like to see how things operate and they are interested in learning something by making them being active in the classroom. It is a supporting point for teaching them using the Total Physical Response, since the TPR is full of real situation being demonstrated. TPR can also be presented by using games that are appropriate to the learners' characters.

#### **4) Listening Tasks**

According to Brewster & Ellis (2004: 100), listening is divided into three stages: what pupils do in preparation for listening (pre-listening activities); while they listen so they remain active (while-listening activities), and after they have listened (post-listening activities). In order to make listening an active, learning-focused process, teachers need to develop different pre-, while-, and post- activity types which fit different types of language. Therefore, teachers should provide the students with a variety of listening tasks during the learning.

Cameron (2001: 29) defines task as a unit of activity that can be used for lesson planning and evaluation, and which will also work as a unit of analysis in research by teachers or by researchers coming into classroom. She adds that the essential aspect of a task is that learners were focused on the meaning of content rather than on form, i.e. the learners' goals and task outcomes are not explicitly language-focused. Therefore, she proposes some key features of classroom tasks for children learning a foreign language which are summarized as follows:

- 1) Have coherence and unity for learners (from topic, activity, and/ or outcome).
- 2) Have meaning and purpose for learners.
- 3) Have clear language learning goals.
- 4) Have a beginning and end.
- 5) Involve the learners actively.

Brewster & Ellis (2004: 100-104) also propose some listening tasks. The activities are graded according to the level of difficulty although this depends on the kind of message, such as its length, topic, linguistic complexity, and the number of ideas contained within it. The listening tasks are as follows:

**Table 1. The listening tasks**

<b>Activity type</b>	<b>Purpose</b>	<b>Materials</b>
<b>1. Listen and repeat</b>	<ul style="list-style-type: none"> <li>• listening for details to improve memory and concentration</li> <li>• listening with enjoyment to improve listening attitude</li> <li>• listening to physically ‘settle’ or calm pupils</li> </ul>	short, spoken messages such as instructions, or statements containing no more than ten words
<b>2. Listen and discriminate</b>	<ul style="list-style-type: none"> <li>• listening for detail to discriminate between sounds and rhythmic pattern</li> <li>• providing ear-training to improve pronunciation</li> <li>• listening to physically ‘settle’ or calm pupils</li> <li>• listening to encourage mental activity and problem-solving</li> </ul>	<p>sets of three or four words which contain a matching pair</p> <p>songs and rhymes</p> <p>rhyming stories</p>
<b>3. Listen and perform action/follow instruction</b>	<ul style="list-style-type: none"> <li>• listening for enjoyment</li> <li>• listening to improve memory and concentration span</li> <li>• listening to the use of prepositional phrases, e.g. on the left-right; or discourse markers, e.g. first, then, next; and action verbs, e.g. put, fold, turn</li> <li>• listening to ‘stir’ pupils, make them more lively, relieve boredom, etc</li> </ul>	<p>action songs and rhymes</p> <p>plans or maps</p> <p>instructions for games, e.g. origami (paper-folding)</p>
<b>4. Listen and draw/color</b>	<ul style="list-style-type: none"> <li>• listening to develop concentration on specific items, e.g. specific verbs/actions</li> <li>• listening to consolidate understanding of concept and new vocabulary, e.g. round, square, large, small, blue, yellow</li> <li>• listening to physically ‘settle’ or calm pupils</li> </ul>	short, spoken descriptions which can be accomplished by drawing which pupils finish or color in
<b>5. Listen and predict</b>	<ul style="list-style-type: none"> <li>• listening to increase motivation and concentration</li> <li>• listening to activate schemata or previous knowledge</li> <li>• listening to encourage mental</li> </ul>	question and answer sessions based on, e.g. general knowledge, pictures or the cover of a book or story

	activity and problem-solving	<p>predict content or key words from a picture</p> <p>draw a word or mind maps about a topic</p> <p>complete a quiz to draw attention to what pupils already know</p>
<b>6. Listen and guess</b>	<ul style="list-style-type: none"> <li>• listening for detail to pick out key vocabulary used to describe, e.g. parts of an animal's body</li> <li>• listening to encourage mental activity and problem-solving</li> </ul>	short, spoken descriptions which can be accompanied by a selection of items for pupils to eliminate
<b>7. Listen and label</b>	<ul style="list-style-type: none"> <li>• listening to develop reading and writing skills or to develop concepts</li> <li>• listening to physically 'settle' or calm pupils</li> <li>• listening to encourage mental activity and problem-solving</li> </ul>	written labels provided for pupils or written words on the blackboard for pupils to copy
<b>8. Listen and match</b>	<ul style="list-style-type: none"> <li>• listening to consolidate new vocabulary and structures</li> <li>• listening to encourage mental activity and problem-solving</li> <li>• listening to physically 'settle' or calm pupils</li> </ul>	<p>bingo cards</p> <p>worksheets on which children draw a line to connect a picture with the correct words or written labels or speech bubbles to match with pictures</p>
<b>9. Listen and sequence</b>	<ul style="list-style-type: none"> <li>• listening to improve memory and concentration span</li> <li>• listening to consolidate new vocabulary and structures</li> <li>• listening to physically 'settle' or calm pupils</li> <li>• listening to encourage mental activity and problem-solving</li> </ul>	<p>pictures or written statements</p> <p>worksheets with boxes in which children number the order of details listened to</p>
<b>10. Listen and classify</b>	<ul style="list-style-type: none"> <li>• listening to improve concentration span and to consolidate new vocabulary and structures</li> <li>• listening to physically 'settle'</li> </ul>	<p>pictures</p> <p>worksheets using written words on the blackboard which pupils copy into</p>

	or calm pupils <ul style="list-style-type: none"> <li>• listening to encourage mental activity and problem-solving</li> </ul>	the appropriate column of a chart while listening  key visuals, e.g. tickchart, Venn diagram, matrix or grid												
<b>11. Listen and transfer information</b>	<ul style="list-style-type: none"> <li>• listening to improve interactional skills</li> <li>• listening to encourage mental activity and problem-solving</li> <li>• listening to develop key study skills, i.e. using and interpreting charts, simple 'date handling'</li> </ul>	worksheets to carry out surveys and questionnaires with columns for pupils to complete, for example: <table border="1"> <tr> <td></td><td>You</td><td>Your partner</td></tr> <tr> <td>Color of eyes</td><td></td><td></td></tr> <tr> <td>Shoe size</td><td></td><td></td></tr> <tr> <td>Best skill</td><td></td><td></td></tr> </table>		You	Your partner	Color of eyes			Shoe size			Best skill		
	You	Your partner												
Color of eyes														
Shoe size														
Best skill														

Children learn through play. For this reason, Harmer (2008: 130) says that tasks with a game-like element can be highly effective. The younger the children, the less self-conscious they are, so they will be happy to participate in many types of games. Their enthusiasm needs to be used by teachers in order to convert listening input into some kind of output which can reflect the listening material. Helgesen and Brown (2007: 37) add that the listening tasks must be doable. It is because children, as much as teenagers or adults, like to succeed, and the teachers need to provide constant encouragement and approval.

From the explanation above, it can be concluded that listening tasks should encourage the learners to comprehend the language forms and contents. All of the activities contain learning to learn elements of a language. A preset purpose, ongoing learners' response, motivation, success, simplicity, and feedback should be the things considered by teachers while preparing the tasks.

## **5) Assessing Listening**

Assessment occurs all the time. Brindley in Helgesen and Brown (2007: 18) says that assessment is both important because as teachers need to give grades and because they want to provide feedback. In any discussion of assessment, there is the type of assessment that is ongoing and takes place informally every time students engage in listening. This is called formative assessment. It is process-oriented and designed as a diagnostic tool to help the students to improve. According to Brown (2000: 402), informal assessment is involved in all incidental, unplanned evaluative coaching, and feedback on tasks designed to elicit performance. It often implies the observation of the process of learning.

On the other hand, there is summative assessment which is formal and result oriented in that the students always receive a grade. Most formal assessments are ordinarily called tests. Bailey in Helgesen and Brown (2007: 18) identifies four key concepts in testing, they are:

- a) Validity: A test is considered to have validity if it measures the skill it supposed to measure and test what has actually been taught.
- b) Reliability: A test is considered to have reliability if the results are consistent. It also can be said that a person being evaluated at different times or by different people would get a similar score.
- c) Practicality: A test is considered to have practicality if the demands of giving the test are reasonable.

- d) Washback: Washback is the effect that the test has on what is taught and how it is taught. This can happen either by course content being included or excluded.

Rost in Helgesen and Brown (2007: 19) outlines some listening assessment and testing techniques. They are as follows.

a) Discrete-item tests

- Multiple choice questions following a listening text (responses scored right or wrong)
- True-false format (responses scored right or wrong)
- Open questions following presentation of a listening text (questions scored on a scale of correctness and completeness)
- Standardized test scores (e.g., TOEFL or TOIEC)

b) Integrative tests

- Open summarizing of a listening text (scored in scales of accuracy and inclusion of facts and ideas)
- Cloze summarizing of a text (scored on correct completions of blanks)
- Dictation, complete or partial (score based on supplying the correct missing words)

c) Communicative tests

- Written communicative tasks involving listening (scored on the basis successful completion of a task, such as writing a complaint letter after hearing a description problem)

d) Interview tests

- Face-to-face performances with the teacher or another student (scored based on a checklist of items, such as appropriate response to questions, appropriate use of clarification questions)
- Extended oral interview (scoring is keyed to a scale of native-like behaviors, such as the Foreign Service Institute scale)

e) Self-assessment

- Learner rates self on given criteria, via questionnaire
- Learner provides holistic assessment of own abilities via oral or written journal entries

f) Portfolio assessment

- Learner is observed and evaluated periodically throughout the course on behavior in tasks and other class activities: observations may be audio or videotaped
- Portfolio may include any or all of the above types of objective and subjective measures

From the explanation above, it can be concluded that teachers concern with the developing of listening skills of the students need methods for assessing the students' progress. The techniques may range from observation, questioning to standardized testing. However, even the most informal methods should embrace the measurement principles of validity, reliability, practicality, and washback. The methods used should be appropriate to the purpose of the assessment and make use of the best instruments and procedures available.



## **e. Theories of TPR Games**

### **1) The Nature of Interaction**

The word “interactive” comes from the word “interact”. By interacting, people communicate with others and create interaction. Interaction is an important word for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication. According to Brown (2001: 165), interaction is the collaborative exchange of thoughts, feeling, or ideas between two or more people, resulting in a reciprocal effect of each other. Theories of communicative language competence emphasize the importance of interaction as human beings use language in various context to ‘negotiate’ meaning, or simply started, to get an idea out of one person’s head and into the head of another person and vice versa.

Brown (2001: 165) then also states that every language classroom should be interactive. Rivers (1987: 4-5) puts it this way:

Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or causally absorbed - in real-life exchanges. ... Even at an primary stage, they learn in this way to exploit the elasticity of the language.

From the definition, Rivers then describes that interactive language teaching stresses the importance of providing learners with more activities to

interact directly with the target language – to acquire it by using it rather than to learn it by studying it. It requires the teacher to step out of the limelight, to give a full role to the students in carrying out activities, to accept all kinds of opinions, and to tolerate errors. On the other hand, the students are expected to listen to others (the teacher and other students), to talk with others, and to negotiate meaning in a shared context.

In relation to interactive language teaching, Brown (2001: 166-168) states that the major roles of the interactive teacher include the roles of a facilitator, a manager, a resource, an independent participant, a researcher, and a learner. As a facilitator, teacher makes the process of learning an easier task, helps students to clear away roadblocks and to find shortcut. As a manager, teacher plans lessons, organizes learning activities, gives feedback and structures classroom time. As a resource, teacher offers advice and counsel when students seek them. As a researcher and a learner, teacher makes an effort to find out how well students learn and how much assistance is needed. Teacher grows with each passing day professionally and intelligently.

In the educational setting, interaction occurs everyday in the classroom activities between the teacher and the students (Malamah, 1987: 7). Interaction is not merely what the teacher does then followed by the students' reaction. He adds that interaction in the classroom has a role as the internal process of learning, which consists of a consequence of the external interaction between two kinds of participations: the teacher on the one hand and the learners on the other.

Rivers (1987: 7) states that the most workable classroom interactive activities are presentations, pair works, discussions, debates, and written exercises. All these activities need to be task-oriented so that they can help nurture students' problem-solving and creative abilities, and can give them experience in functioning in realistic discourse. He adds that in an interactive classroom, first of all, teachers should provide much listening to authentic materials for the students. The listening is purposeful as students prepare themselves to use what they have heard of in some ways.

Brown (2001: 166) proposes seven interactive principles in the language classroom. They are as follows:

- 1) **Automaticity:** Human interaction is best accomplished when focal attention is on meanings and messages and not on grammar and other linguistic forms, so that learners can more easily proceed to automatic modes of processing.
- 2) **Intrinsic motivation:** As students become engaged with each other in speech acts of fulfillment and self-actualization, they will be more appreciative to their own competence to use language and can develop system of self-reward.
- 3) **Strategic investment:** The strategic language competences are required to make certain decisions on how to say, write, or interpret language, and to make repairs when communication pathways are blocked.
- 4) **Risk-taking:** The risk of failing to produce intended meaning, of failing to interpret intended meaning (on the part of someone else), of being laughed at, of being shunned or rejected are required in interaction. The rewards, of course, are great and worth the risks.

- 5) **The language-culture connection:** The cultural loading of interactive speech acquires that interlocutors be versed in the cultural nuances of language.
- 6) **Interlanguage:** In interaction, numerous errors of production and comprehension will be a part of a long developmental process of acquisition. And the rule of teacher's feedback is crucial to the developmental process.
- 7) **Communicative competence:** All of the elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic) must work together for successful communication to take place.

Supporting Brown and Krashen's theory, Kirubahar and Subashini (2010: 269-270) outline the important features of interactive language learning, they are:

- Meaning is paramount
- Language learning is learning to communicate
- Effective communication is sought
- Drilling may occur, but peripherally
- Attempt to communicate may be encouraged from the very beginning
- Teachers help and motivate learners to work with the language
- Fluent and acceptable language is the primary goal
- Learners are expected to interact with others either in a pair or in a group work.

From the explanation above, it can be concluded that teachers should include interactive activities which could promote learners' interaction in the teaching-learning process. Well-organized interactions will make learners rack their brain, speak their mind, share their views with other naturally so that it can

promote learners' initiative and autonomy, which in turn ensure successful language learning.

## **2) The Nature of Language Games**

In recent years, language researchers and practitioners have shifted the focus from developing individual linguistic skills to the use of language to achieve the speaker's objectives. This new area of focus, known as communicative competence, leads language teachers to seek task-oriented activities that engage their students in creative language use. Games, which are task-based and have a purpose beyond the production of correct speech, serve as one of excellent communicative activities in the language classroom (Toth, 2005: 6). Such activities highlight not only the competence but also the performance of the learner. So, in line with this, as Halliwell (1993: 7) says, games are one of appropriate teaching techniques for young learners' classroom.

Language games are not activities mainly aimed to break the ice between students or to kill time. Paul (2003: 30) states that games are any fun activities which give young learners the opportunities to practice the foreign language in a relaxed and enjoyable way. So, games should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Hadfield (2000: 4) defines games as activities with rules, a goal and an element of fun. Brewster & Ellis (2004: 172) state that children enjoy constructive play and games. So, games are not only motivating and fun, but also can provide excellent practice for improving grammar, vocabulary, pronunciation, and the four language skills.

From the definitions, it can be summarized that what differentiates language games from other activities in EFL classroom is because games coincide principally in three aspects: **goal**, **rule**, and **enjoyment**. While performing games, there is always a goal to reach, rules to follow, and enjoyment to experience.

In playing games, the term goal by itself signifies the main component that an interactive activity should have in a game. Based on the goal, Brewster & Ellis (2004: 174) divide games into four main types: language control (accuracy-focused games), communication (fluency-focused games), competitive (rousers games), and cooperative (settlers games). Competition develops the students' motivation because it can stimulate and encourage students to participate in the activity, but this is not a precondition (Lewis and Bedson, 2004: 6). Children can also employ their language skills strategically in co-operative games, where a group works together to achieve certain goals (Paul, 2003: 51). One way teachers can achieved the goals is by the use of rules.

Rules lay out the game organization, the procedure of the game, the behavioral restrictions, and the scoring method (Toth, 2005: 7). Lewis and Bedson (2004: 6) add that the key to a successful language games is that the rules are clear and the ultimate goal is well defined. Teachers should be responsible for making students follow the rules. Thus, the teacher can easily keep control of the class while students enjoy and follow the logic of the game and play it correctly, achieving at the same time the goals of the activity effectively.

While playing, students have fun, relax, exercise, and tease their friends. Apart from having fun, students learn at the same time. Students may enjoy the

class, then they might become more interested in it and obtain, in a better way, a more lasting knowledge to be used in real life (Brewster & Ellis, 2004: 172).

Based on the concepts previously analyzed, it can be concluded that a game is one of the teaching techniques, which includes three principal elements: goal, rule(s), and enjoyment, which should be well established by a teaching-learning objective. Any teacher would be able to use games in order to increase the student's motivation towards the English language, at the same time that students can better develop or improve their own abilities of learning.

### **3) The Nature of Total Physical Responses Games**

Student motivation and engagement still become an ongoing challenge for classroom instructors and the basis of various researches. Some literatures indicate that the use of non-traditional interventions, such as games, simulations, and multimedia instruction are valuable teaching methods. For example, reporting on a study on student motivation and learning, Nemerow in Kumar and Lightner (2007: 53) concludes that, "although playing games in the classroom does not solve all of the problems with education, it can be a useful tool, one of many different methods and techniques used to involve students with their learning".

In its simplest form, interactive learning could be described as involving students in the classroom activities and make them think about what they are doing. Such activities can cover a wide variety of techniques. Using games in class can encourage interactive learning. It is because games provide structure for interactions, reward students for collaborating and problem solving, and promote cooperative learning, individual accountability, positive interdependence, and the

need for group processing and feedback (Schwartzman in Kumar and Lightner, 2007: 55).

Schweitzer and Brown (2007: 2-3) proposes some common characteristics of interactive language games. They are:

- **Interactive:** Interactivity is self-evident since the idea of interactive learning is to engage the student in doing something. The interaction may be with the instructor, with other students, or with some technologies. The key is that there are some activities that include a feedback mechanism that allows a student to see the results of their actions. It is through this feedback that students gain knowledge about the impact of their actions and about the topic being taught.
- **Simple to understand:** Interactive learning games must be relatively simple to understand because of limited classroom time. If the activity requires a lot of explanation or is complex to understand, it distracts from the purpose of the activity and uses up valuable classroom time.
- **Short time frame:** Interactive learning games should also be relatively short so that they supplement lectures, not replace them. Some researchers have suggested that one of the primary benefits of interactive learning activities is that they help with students' short attention spans by breaking up a lecture and allowing them to regain focus. Short activities provide an opportunity for the student to experience an engaging "change of pace" that is relevant to the lesson.



- **Creative and motivational:** Creativity is a desirable quality of an interactive learning activity because it keeps students interested and engaged. If a student is not motivated to participate in an activity, the level of student involvement will typically be very low. Activities considered "old hat", boring, or "been there, done that" will not keep students interested and can be counter-productive. For example, doing regular repetitive board work can generate boredom or resentment in students. The motivation to participate in an activity may be because the activity is seen as something fun, something different, or something relevant. A motivated participant is more likely to be focused on the activity and gain the desired educational outcome.
- **Collaborative:** Collaboration has been shown to be an effective means of student learning. Collaborative interaction allows for peer-learning in a supportive nonthreatening environment. The element of competition should be minimized or removed. Rather, the focus should be on a group goal-directed activity where the reward is the successful completion of the task. While interactive learning games can be effective as individual or group activities, adding elements of collaboration, where appropriate, can enhance their effectiveness.
- **Relevant:** The games conducted in the class should be viewed as being relevant to the topic being studied. A non-relevant activity, such as doing jumping jacks in the middle of class, may break up the boredom, but does not add to the educational outcome of the lesson. An overly abstract or trivial activity can be confusing or seen as irrelevant. Performance of the activity and

its application to the educational concept should be obvious, either through self-evidence or instructor-led discussion. Activities that lack relevancy will not be effective and can reduce enthusiasm for the lesson material.

Experts on English teaching-learning have created numerous resources to help to accomplish the goals of a syllabus. The interactive activities, in which games have their part, are becoming an issue of the revolutionary and innovating English teaching-learning process. Games, indispensable parts of the teaching material, are usually fun, and it is well known, along with studies on the field of the pedagogy that most students learn better when they are having fun. So, teachers should open the door to classroom games in order to share experiences and provide ideas that will permit them to reflect on the teaching-learning practice.

#### **4) Kinds of Total Physical Responses Games**

There are many different kinds of games which can be grouped according to the kinds of language or learning focus they have and the kinds of resources, classroom management and organization they need. Actually, classifying games into categories can be difficult, because categories often overlap. Brewster & Ellis (2004: 174) state a list of questions act as guidelines to help the teacher decide which type of game would likely to be used. These are as follows:

- 1) Does this game mostly promote fluency or accuracy?
- 2) Does it promote competition or cooperation?

- 3) Does it have an educational aim, i.e. developing concepts, themes, cross-curricular topics such as citizenship, learning strategies?
- 4) Is it suitable for beginners or higher levels?
- 5) Is it a quiet, calming game which settles learners or an active, livening-up game, which stirs pupils?
- 6) What materials, resources, and classroom organization are needed?
- 7) Does it focus mostly on practicing pronunciation, words, grammar and language functions, language skills or learning to learn skills?

From the questions, Brewster & Ellis (2004: 175-176) divide games into two types, language control, or accuracy-focused games, and communication, or fluency-focused games. The first type aims to practice new language items and develop accuracy, often using chunks of language which are memorized through constant repetition in the form of 'hidden' or 'disguised' language drills. In this way, they provide useful pronunciation, vocabulary, and grammar practice. While the second type of game tends to focus on developing fluency and collaboration with others. These games are important part of the 'communicative' and 'activity-based' approaches. Collaboration is achieved by trying to create a context where pupil's focus on getting a task done together, while of course using key language, rather than simply practicing language items for their own sake.

Brewster & Ellis (2004: 176) also divide games by looking how far a game is competitive or cooperative. Competitive games can be organize in teams, groups, pairs, or individuals but they always have a winner who may be the one

who has collected the most of something, or who is the first to do something, get rid of their cards or pictures or who has gained the most points, and so on. While in cooperative games, the pupils have to work together by describing, explaining, clarifying, checking, agreeing, disagreeing, and so on.

Hadfield (2000: 4) explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hands, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

From the explanation above, it can be concluded that there are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their students, teachers must take many factors into account. According to Carrier in Deesri (2002) teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. Moreover, teachers should consider students' characteristics. Teachers should also be able to play and overact sometimes to help students feel comfortable and want to join the activity. This means teachers should thoroughly understand the game and its nature and be able to lead the game.

It is quite difficult to find a game that meets all of the teachers' requirements. Some games must be adapted in order to fit students' language level, natures, and characteristics. The most important factor is that games should be used when they can give students both fun and educational meaning otherwise they will be a waste of time. Below are several lists of interactive games which include the characteristics of interactive language games as Schweitzer and Brown (2007: 2-3) cited, they are as follows:

**Table 2. Some interactive language games**

No.	Games	Indicators
1.	Clock race	<ul style="list-style-type: none"> <li>• There is good communication between the teacher and students.</li> <li>• The students respond to the teacher's instructions.</li> </ul>
2.	Buzz number	<ul style="list-style-type: none"> <li>• The students engage with each others.</li> <li>• The students do the other student's instructions.</li> </ul>
2.	Simon says	<ul style="list-style-type: none"> <li>• There is good communication between the teacher and students.</li> <li>• The students respond to the teacher's instructions.</li> </ul>
3.	Do as I say, not do as I do	<ul style="list-style-type: none"> <li>• There is good communication between the teacher and students.</li> <li>• The students respond to the teacher's instructions.</li> </ul>
4.	Direction	<ul style="list-style-type: none"> <li>• There is good communication between the teacher and students.</li> </ul>

		<ul style="list-style-type: none"> <li>• The students respond to the teacher's instructions.</li> <li>• The students engage with each others.</li> <li>• The students do the other student's instructions.</li> </ul>
4.	Whisper race	<ul style="list-style-type: none"> <li>• The students engage with each others.</li> <li>• There is a communication between students.</li> <li>• Focus on the messages.</li> </ul>
5.	Let's go to the canteen	<ul style="list-style-type: none"> <li>• There is good communication between the teacher and students.</li> <li>• The students respond to the teacher's instructions.</li> </ul>
6.	Clothes race	<ul style="list-style-type: none"> <li>• There is good communication between the teacher and students.</li> <li>• The students do the teacher's instructions.</li> </ul>
7.	Dress up relay	<ul style="list-style-type: none"> <li>• The students engage with each others.</li> <li>• The students do the teacher's instructions.</li> </ul>

### **5) Integrating Interactive Language Games in English Teaching-Learning**

Although it would be possible to teach an English course solely based on games, most teachers have an accompanying textbook which they are required work through over the course of the year. Games can either supplement the core material or (depending on the flexibility of the program) replace activities which the teachers dislike or feel uncomfortable with (Lewis and Bedson, 2004: 6). So, it is important for the teachers to read the coursebooks or syllabus closely because perhaps there are aspects of the language (often functions) which are not covered

in the core curriculum. In this way, a game can fill the gap, can serve as a valuable backup if the material is too quickly, or if something unexpected happens. If the syllabus is based on language structures, the topic-based games can make it more interesting for children.

Games can also make the lesson planning easier (Paul, 2003: 50). Once the games have been played a few times and the students feel comfortable with them, it will be easier to insert them into the program with very little preparation, especially if the materials can be used more than once. In this way, the games can help to control the rhythm of the lesson and get a group of unmotivated children up and moving around, participating in the class, and being more receptive to the rest of the lesson.

According to Lewis and Bedson (2004: 6), teacher can use interactive language games to introduce new material, to practice recently learnt language items, to introduce or practice certain themes, or to relax or energized a class. Some games can be used for all of these. The teacher should be very clear about what to expect of the children. The language focus alone is not enough to decide on a game. The teacher should also consider the children's active and passive language knowledge, the 'personality' of the group of children, the safety, and some external factors, such as the time of day the English lesson is held and what happens before and after it, in relation to what the game requires. The decision to use 'rousing' (wake a class up game) or 'settling' (calm a class down game) should also be considered.

All language games must be fun, but the teachers should always keep the language components at the forefront of the lesson planning. This may seem obvious, but it is easy for lessons to become a string of ‘highlights’ which lack coherence and fail to take the children further. To overcome this, Lewis and Bedson (2004: 8) suggest that the teachers should try and keep the focus on some clearly recognizable objective rather than jumping from theme to theme in order to introduce popular games.

The addition of games as an integral part of any language syllabus provides an opportunity for intensive language practice, offers a context in which language is used meaningfully and as a means to an end, and acts as a diagnostic tool for the teacher, highlighting areas of difficulty (Hadfield, 2000: 5). Above all, one of the most important reasons for using games is simply that they are very enjoyable for both teacher and students.

#### **6) Advantages of Total Physical Response Games**

In regard to the teaching listening, games are useful to stimulate the students’ comprehension by doing some actions (Pinter, 2006: 50). She explains that with having feelings of fun, children are more relaxed to receive the language contextually. The games give children an optimum opportunity in using English and they seem less embarrassed to do what the teacher asks or to express what they hear. Since they provide stimulus, the games context make English learning useful and meaningful for children.



The use of interactive language games in the classroom has many advantages. Tomlinson and Masuhara (2009: 11) mention that they can:

- help the course to cater for kinesthetically inclined language learners,
- energize the teacher and the learners,
- cater for learners whose preferred learning style is experiential
- provide rich and meaningful input of language in use,
- stimulate affective and cognitive engagement,
- promote positive attitudes toward the course,
- promote positive self-esteem,
- provide opportunities for personalized incidental use of language through learner banter, encouragement, advice, etc.,
- provide opportunities for using language in order to achieve nonlinguistic outcomes,
- provide feedback on outcome achievement,
- provide opportunities for learner discoveries about effective ways to process and produce the second language, and
- Contribute to the development of the ability to achieve multidimensional representation when receiving or producing language.

Brewster & Ellis and Ellis (2004: 173) list some advantages of using games, i.e.:

- 1) They add variety to the range of learning situations.
- 2) They change the pace of a lesson and help to keep pupils' motivation.

- 3) They 'lighten' more formal teaching and can help to renew pupils' energy.
- 4) They provide 'hidden' practice of specific language patterns, vocabulary, and pronunciation.
- 5) They can help to improve attention span, concentration, memory, listening skills, and reading skills.
- 6) Pupils are encouraged to participate; shy learners can be motivated to speak.
- 7) They increase pupil-pupil communication which provides fluency practice and reduces the domination of the class by teacher.
- 8) It helps create a fun atmosphere and reduces the distance between teacher and pupils.
- 9) They can help reveal areas of weakness and the need for further language.
- 10) They can help to motivate and improve writing skills by providing a real audience context and purpose.

Based on the explanation above, it can be concluded that games are useful tools for teaching-learning a foreign language. Games can help students to learn without knowing that they are learning and enjoy the experience while enhancing their knowledge and competences in a quickly and efficient way. Games also make students build confidence to speak in real life, let them practice English at any time, and help to develop the language skills. It is known that accuracy is important in a language, but the new trend favors fluency. One of the ways to promote fluency is by using games. So, it is really important for teachers to make

use of games in their classes if they really want to promote their students communicative capacities.

## **B. Conceptual Framework**

Based on the theoretical review above, learning the first language is different from learning a second or foreign language. The teaching of English for children should also be different from adults as well. How children learn language will influence how the teachers teach them. The teachers should provide appropriate and interesting instructions so that children can enjoy their lesson. The amount of meaningful input from teachers will help them learn effectively.

The first thing that the teacher should do in teaching English to children is introducing the children how to listen. Linse (2005: 27) states that being able to follow simple instructions is one of the indicators of listening readiness that get children ready to develop other language skills. Therefore, the teacher should find an effective teaching technique to achieve the children listening readiness. The techniques of teaching English to children should consider children's characteristics and ways of learning.

With regard to the improving listening ability, the fifth grade students of SDIT Anajah must be able to respond physically or orally. It is believed that the teacher can help the learners to improve their listening skills by using interactive language games. To achieve the improvement of children's listening skills, the teacher and researcher may collaboratively work to find problems and their

causes. Then, they try to solve the problems by planning, implementing, observing, and reflecting the activities.

It is expected that there will be some changes in the teaching of English as the fifth grade students of SDIT Anajah after the new technique is applied. The schema of the conceptual framework of this research can be seen as follow:

Improved Listening skill → TPR Games → student' response  
→student .enjoyment.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Type**

This research is categorized as action research. The purpose of this research is to make changes and improvements in 4<sup>th</sup> grade students' listening skills in SDIT Anajah in the academic year of 2012/2013 through total physical responses.

#### **B. Research Design**

This research was conducted collaboratively by the researcher with his collaborator, the English teacher, the principal, and also the students in grade 4. The team worked together to improve what had been going on in the classroom by formulating the problems, making plans, implementing the actions, and holding the reflection of the action which had been carried out. This action research was carried out following the process below:

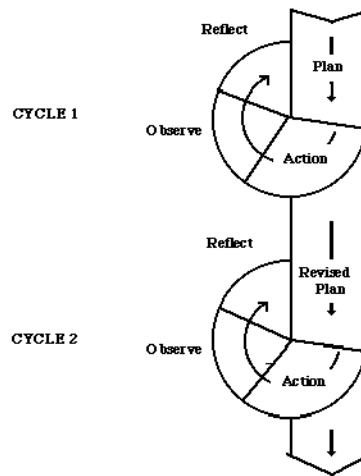


Figure. 1. Action research cycles (Burns: 1999)

### C. Research Setting

This research was carried out in SD Anajahin the academic year 2012/2013 first semester in the academic year of 2012/2013. It was from September to October 2012. The class was held once a week, every Thursday from 08.10 up to 09.20 am. The duration was 2 x 35 minutes for each meeting.

This school was located in Jatinom, Klaten. It had 6 classrooms; one classroom for each grade. Their size was 6 X 7 meters. Regarding to other facilities, the school had a principal's room, a teacher office, a mosque, a schoolyard, a kitchen, a school health unit room (UKS), a library, some toilets, and a parking area.

However, SDIT Anajah was located side by side with another school that was TK ABA Anajah. The classroom for grade 4 was positioned in the back corner on the first floor. Inside the classroom, there were 9 tables and 18 chairs. In the left corner of the front, there were a table and a chair for the teacher, and also a

cupboard to keep things, such as chalks, ruler, eraser, textbook, etc. In the back, the chart of the class organization and the schedule of cleaning activities were hung on the wall. There were two wide blackboards in the front. Overall, the classroom was comfortable and got enough sunlight through its glass window.

English had been introduced in SDIT Anajah from grade 1. For each grade, English class was held once a week, which for grade 4, it took every Thursday, began from 08.10-09.00.

When teaching English in grade 4, the teacher took the materials mainly from students' worksheets LKS and additionally, from textbook entitled "Grow with English" published by *Erlangga*. She mostly implemented Grammar Translation Method and direct drilling in her teaching. The activities were monotonous because she did not provide interesting media to attract students' interest. Furthermore, there was much less proportion on the listening skills to learn by the students.

#### **D. Participants of the Research**

The participants of this research are 4<sup>th</sup> grade students of SDIT Anajah in the academic year of 2012/2013. The class consisted of 18 girls and 17 boys. Most of them were ten years old, but among them, there were three students (2 boys and 1 girl) older than others because they didn't pass the exam the year before. Consequently, they must stay at the same grade for the second year. Most of the students were from low economical background and their parents worked as farmers.

## **E. Procedure of the Research**

### **1. Reconnaissance**

Reconnaissance was the first step in which the information was collected to identify the existing problems in the field. In this action, the researcher interviewed the English teacher and the principal, and held discussions with them. They shared their opinions and ideas related to the real condition of the 4<sup>th</sup> grade students and the situation in the process of English teaching learning in grade 4 in SDIT Anajah. In addition, the data were also gathered from the observations of the English teaching learning process and the interviews with some 4<sup>th</sup> grade students.

### **2. Planning**

After identifying and choosing the most feasible and urgent problems to be solved, the researcher and the English teacher made some plans to be implemented in the teaching learning process. The objective of the actions was to improve the students' speaking skills by implementing scaffolding principles.

### **3. Implementing and observing the action**

The actions were performed in two cycles. Each cycle was done in two meetings. While the action plans wasbeing implemented, the



collaborator observed and recorded the students' reactions during the activities. After the action had been done, some students were interviewed. Based on the observation, field notes, and interviews, the team discussed the implemented actions and analyzed the results. The result of the discussion was served as an evaluation to be used to carry out the next actions.

#### 4. Reflection

Reflection was conducted in every cycle. It was important to do to evaluate whether the actions were successful or not and to determine whether the objectives were achieved or not. If the actions were done well and reached the objectives, they would be continued. In contrast, if the actions were unsuccessful, they would be revised in the next cycle. The data which had been discussed in the reflection was gotten from the observations and the interviews with the English teacher and some students of grade 5. At the end of each action, the researcher and the collaborator discussed the results of the implementation of the actions. They shared their opinions about anything happened during the implementation and the result of the implementation and highlighted the reactions of the students during the actions.

#### **F. Data Collection Technique**

The data were gathered in every step through observations and interviews. They were qualitative in nature. In the reconnaissance step, the researcher

conducted some observations and interviews with the students and the English teacher. The data were then served in the form of field notes and interview transcripts. While the actions were being implemented, the collaborator observed whatever happened in the classroom to get the information from the teaching learning process. Then the results were presented in the form of field notes. With the intention of completing the data, the interviews were held with the collaborator, the students and the English teacher. The data from those interviews were served in the form of interview transcripts.

#### **G. Instruments of the Research**

In collecting the data, the researcher used two instruments. They are observation guidelines and interview guideline.

##### **1. Observation guidelines**

Observation guidelines were used in the reconnaissance and action and observation steps. In reconnaissance step, the observation guideline was used to find out the existing problems. Meanwhile, in the action and observation steps, the observation guideline was used to see the implementation of the actions.

##### **2. Interview guidelines**

Interview guidelines were used in reconnaissance and reflection steps. In reconnaissance step, the interview guidelines were used to find the existing

problems in the field. There were three kinds of interview guideline, one for interviewing the principal, one for English teacher and one for interviewing the 18 students. In the interview guideline which was for the principal, the researcher emphasized the general condition about the teaching learning of English subject in that school; while in the interview guideline which was for the English teacher, the focuses of the points were the teacher's perception of the students' English competence, the students' involvement during the lesson, the techniques and activities the teacher used, the materials, also the facilities and media in English teaching and learning. For interviewing the students, the interview guideline focused on the students' perceptions of the English lesson, the difficulties in learning English, and the activities during the English lesson.

On the other hand, in the reflection steps, the interview guideline was used to see the students' and collaborator responses to the implementation of the action. There were two kinds of interview guidelines in the reflection steps which were for the students as the subjects of the research and the collaborator. For interviewing the students, the guideline focused on the students' opinions about the actions, the improvement of their speaking ability, and their difficulties during the activities of the actions. For the collaborator, the points of the interview guideline were the collaborator's opinion about the action, the condition of the class, and the students' involvement during the teaching and learning process.

## **H. Data Analysis**

The data which were qualitative in nature had been gathered from observation activities and interviews were then analyzed. This data analysis was processed in the reflection in each cycle. Through Total Physical responses the reflection, authentic data were acquired. The analysis was carried out on the description of performances in the actions, the result of the research, and opinions from the teacher, collaborator, and students. Moreover, the researcher also analyzed the interview transcripts, which showed the improvement on students.

## **I. Research Validity**

This research referred to Burns' (1999: 161-163) criteria of the fulfillment of the research validity. They are:

### **1. Process validity**

To fulfill this criterion, the researcher observed classroom activities, made field notes during the lessons, interviewed students, and held discussions with the collaborator.

### **2. Catalytic validity**

The students' perceptions of problems in the research setting were monitored by asking their responses to the changes occurring to themselves. It was purposed to help them deepen their understanding of their social realities of the context and their role; and of the action taken as a result of those changes.

### **3. Democratic validity**

The teacher was asked to observe and report the students' reaction during the teaching and learning process to fulfill this criterion. On the other hand, the collaborator was requested to contribute in observing and reflecting the action. The researcher also gave students opportunity to give their opinions and responses to the actions.

#### 4. Dialogic validity

The researcher always had dialogues with the collaborator and the teacher in reviewing what had he done in the classroom. The dialogues were purposed to review the actions so that he could plan better lessons for the next meetings. He also had a dialogue after the whole actions were implemented and after the findings were formulated to validate his findings and to evaluate what he had done.

### **J. Trustworthiness**

To obtain the trustworthiness, the triangulation was applied. It is intended to gather multiple perspectives on the situation being researched. The triangulation was done by analyzing the data through field notes on the teaching learning process, the interview transcripts, some expert's theories and other notes that related to the data such as notes of students' achievement and errors during the process. The researcher took field notes on what he did in the class and kept the supporting documents such as lesson plan, the students' work and some checklist of what he wanted to do in the class. After that, the students were interviewed to know what they felt during the class activities. From the interview transcript, it

could be shown the progress of the implementation given. The interviews were also done to the teacher and the observer to get some comments, perceptions and suggestion about the action.

## **CHAPTER IV**

### **THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATIONS**

This chapter presents the process of the research, the findings, and the interpretation. There are two sections in this chapter. The first presents the reconnaissance steps while the second reports the results of the action research plans, actions, observations, and reflections. In conducting this action research, the researcher followed the steps referring to Burns (1999) which are including determining the thematic concern of the reconnaissance, developing plans, carrying out the actions, observing the actions, and holding reflections of the actions done. There were two cycles in this research which each of them consisted of two meetings.

#### **A. Reconnaissance**

##### **1. Identification of Field Problems**

To find out the field problems, the researcher did some activities. First of all, researcher conducted class observations on February 9<sup>th</sup> and 16<sup>th</sup>. Next, to get more data and input about their opinions concerning the weakness, obstacles and suggestions related to the English teaching and learning process, he interviewed the teacher, the principal, and some grade 4 students of SDIT Anajah.

### 1. Determining the Research Problems

Since there were many problems identified in the English teaching-learning process, it was necessary to figure out the problems which were feasible and more urgent to be solved. Those problems were related to the students' listening skills in the English teaching-learning process. The problems can be seen in the following table.

**Table 3. The Problems which Affected the Lack of the Fourth Grade Students' Listening Skills of SDIT Anajah in the Teaching-Learning Process**

No.	Problems	Codes
1.	The teacher used the <i>LKS</i> and textbook page by page monotonously.	T
2.	The teaching aids and media were not maximally used.	M
3.	The teacher seldom used English in her teaching-learning.	T
4.	The students lost their attention easily.	S
5.	The students were bored and passive during the teaching-learning process.	S
6.	The teacher seldom gave listening activities during the English teaching-learning process.	T
7.	The students were still unfamiliar with the use of English as the medium of instructions.	S
8.	The students did not listen and respond to the teacher's questions and instructions well.	S

**Note:** S: Students, T: Teacher, M: Media, Mat: Material

The brief description of the problems which affected the lack of the students' listening skills during the English teaching and learning process is as follows.

The teacher used the *LKS* and course book page by page monotonously. Besides, the teaching aids and media were not maximally used in the English teaching-learning process. As the result, the activities were not interactive and monotonous. The teacher also seldom used English in her teaching-learning. This problem made the students did not understand to the teacher's explanation when she spoke in English. These caused the students to feel bored and become passive



during the teaching-learning process and lose their attention easily. The teacher also seldom gave listening activities during the English teaching-learning process. These problems made the students were still unfamiliar with the use of English as the medium of instructions. As the result, the students' listening skill was low. Therefore, the students could not listen and respond to the teacher's instruction and questions well.

## **2. Determining the actions to solve the selected field problems**

The researcher and the English teacher formulated some actions to overcome the problems. The actions proposed by the researcher were included in the *total physical responses games*. The total physical responses games were aimed at improving the students' listening skills. It was expected that the students would improve their listening skills and participate actively in the English class activities. The actions consisted of four plans as follows.

- a. Using total physical responses games as the main activities to improve the students' listening skills and to make them involved in the teaching-learning process.
- b. Using interesting media in the teaching-learning process to attract students' attention and maintain their motivation in the teaching-learning process.
- c. Using songs to warm-up and motivate the students in learning English.

Using total physical responses games as the main activities was the main action. Games were used in every meeting. The researcher used six interactive games taken from "Games for Children" book by Gordon Lewis and Gunther Bedson. These games were related to the materials and listening skills which were

taught. In the games, the researcher introduced some language functions such as giving and responding to instructions and asking and giving information. These activities focused on improving students' listening skills and encouraging them to get involved in the English teaching-learning. The interactive games were *Clock Race*, *Simon Says*, *Do as I Say Not Do as I Do*, *Direction*, *Whisper Race*, and *Clothes Race Game*.

The use of classroom English was one of the teaching techniques to support the success of teaching listening and to introduce English to make the students accustomed to listening to contextual English. The classroom English were used as the language for delivering materials, giving instructions, greeting, and leave-taking, such as “*Good morning, class. How are you today?, Sit down, Stand up, Raise your hand, Listen up, please, Repeat after me, Good bye, See you next week*, etc”. The classroom English should be used in teaching English to reach the objective of teaching listening, i.e., comprehend very simple instructions related to school contexts by doing actions.

The third action was using interesting media in every action, for example pictures, flashcards, etc. The use of media was important to support the success of the teaching-learning process. Media could attract the students' attention to the English teaching-learning. The last action was quiz activity. Quiz were effective activities to encourage students to learn English and to attract their attention during the teaching-learning process. The researcher chose some action quiz to present the materials and warm up the students. The quiz would be used in the

pre-activity and post-activity because both were appropriate time to make the students more enthusiastic.

## **A. The Report of Cycle 1**

### **1. Planning**

As mentioned before, the main problems were related to the students' listening skills during the teaching-learning process. Some factors which contributed to the lack of the students' listening skills were the teacher who used the *LKS* and textbook page by page monotonously, the teaching aids and media which were not maximally used, the teacher who seldom used English in the teaching-learning, the students who lost their attention easily, the students who were bored and passive during the teaching-learning process, the teacher who seldom gave listening activities during the English teaching-learning process.

The researcher determined the games which would be applied in Cycle 1. Then, the researcher designed the assessment instruments, the lesson plans, and the materials as well as including games in the production session. After that, the researcher and the English teacher discussed the lesson plans and the materials by reviewing whether they suited the syllabus. The assessment designed was in the form of performing some class instructions. The students were required to perform some class instructions given by the researcher and then the researcher and the English teacher.

The researcher did the actions in three meetings. The actions were as follows:

- a. Using total physical responses games as the main activities to improve the students' listening skills and to make them involved in the teaching-learning process.
- b. Using classroom English was useful in making the students more familiar with English. It could again the students responses in English too.
- c. Making use of various media was very helpful during the teaching and learning process. The media attracted the students interest. They could also encourage the students to give responses confidently in English.
- d. Using songs to warm-up and motivate the students in learning English: Singing songs were effective activities to encourage students to learn English and to attract their attention during the teaching-learning process. The songs would be used in pre-activity and post-activity because both were appropriate time to make them more enthusiastic.
- e. Using Games was made students more interested in English. Moreover, the students got listening inputs during playing games. However, the use of games indeed was a little bit time consuming.
- f. Giving appreciation, reward and punishment were rarely given to the students. It made the students unable to maintain their motivation and interest in learning. They easily turned to do something annoying.

## **2. Action, Implementation, and Observation in Cycle 1**

The teaching and learning process did not provided listening practices. It focused on reading and writing practices. In actions were done three times on September 19<sup>th</sup>, October 26<sup>th</sup>, and November 2<sup>rd</sup>. All actions were applied in every

meeting. The materials which would be learned in Cycle 1 were telling time, things in the classroom, and parts of the body. There were three games in this cycle, they were *Clock Race Game* which was conducted on October 19<sup>th</sup>, *Simon Says Game* on October 26<sup>th</sup>, and *Do as I Say, Not Do as I Do Game* on November 2<sup>nd</sup>, 2012. The language functions that could be acquired were the ability to ask and give information and give and respond to some instructions.

The researcher acted as the teacher and the English teacher acted as the observer. The data were collected using classroom observations, interviews, and documentations to observe the teaching-learning process

The result of the actions and observations in Cycle 1 could be described as follows:

**1. Improving students' listening skills and students' involvement through total physical responses games**

**(a) Meeting 1**

Using total physical responses, an activity in which the students perform their skills without the teacher's control. The use of *Clock Race Game*, which was held in the first meeting, aimed at introducing games as one of the activities with which the students could learn listening.

The researcher asked the students to stand up and play the *Buzz Number Game*. The students looked more enthusiastic. Besides, the researcher could use this chance to make the students get used to some class instructions, like "listen to me" (when the teacher wanted the students to pay attention to her), "repeat after

me” (when the teacher wanted the students to repeat after her), “silent, please” (to calm down the noisy students), “stand up”, “sit down”, and “raise your hand”.

The students looked confused in using the form “past” and “to” in telling time. To overcome this, the researcher used a mini-clock to present the time. The students looked interested with the media used and they paid more attention. However, the media was not big enough that the students at the back row could not see it clearly. So, she decided to draw a big clock on the whiteboard and used it to explain how to tell time. After that, she invited the students to sing “What time is it?” song. This song is intended to get enjoyable practice in telling time for the students.

Before implementing the main game (*Clock Race Game*), the researcher asked the students to practice about telling time. The students are asked to listen to a certain time mentioned by her, and then the students move the long and short hands of the clock to show the time. After that, those four students invited other four friends from their row. Those four new students did the same action. The researcher did it again and again until all students get their turn.

In the production time, the main game, *Clock Race Rame*, was used. In the implementation, the language functions of asking and giving information about telling time were used in the game. The media used in this game were four mini-clocks for four groups. The game could run smoothly and every student had a chance to do the given instructions. The students looked enthusiastic and they felt enjoy to compete with each other. It was reflected in the field note on below.

After that, R asked Ss to play Clock Race Game. R divided Ss into four groups and gave one clock to each group. R explained the rules of the game by saying that she would call out an instruction such as “Set the clock hands at ten o’clock”. After that, the front children of each team run to take the clock and arranged it by setting the long hand to 12 and the short hand to 10. Most Ss did not have any difficulties in arranging the clock when the time was about a quarter, a half, and o’clock. However, some Ss still looked confused with the use of past and to. For example, when the R asked “Set the clock hands at twenty five past eight”, Bagus and Dewi set the long hand to 8 and the short hand to 5. R then explained: “*Nek mau baca jam dalam bahasa inggris itu dari belakang, Bagus, Dewi. Paham?*” (In English, you read the time from backward. Understand?). They nodded and corrected the time. Ss looked so enthusiastic with the game and they felt enjoy to compete each other. In the end of the game, the team, which gained the highest point, was the first team.

(Appendix 1, Field Note 3, )

### **(b) Meeting 2**

The researcher still used some instructions in the first meeting, such as “listen to me”, “pay attention, class”, “raise your hand”, and “repeat the words after me”. The students were more familiar with those instructions. The students could also respond to the researcher’s instructions well. When she said, “Keep silent, class and listen to me”, they stopped talking and paid attention to the researcher again.

*Simon Says* was the second game to introduce more class instructions to the students. Because the game was about things in the classroom, so at first, the researcher gave the explanation about things that could be found in the classroom. To make it more fun, she asked the students to sing “This is the window” song. The students did not find any difficulties in studying the materials. After that, she explained some class instructions related to the material and explained the meaning of each instruction by giving gestures to emphasize the instructions.

In the practice activity, the researcher acted as the instructor and asked the students to do the instructions. When she gave the instructions slowly, the students could do the instructions well. After that, they wanted her to give the instructions faster. “*Lebih cepetan lagi, Miss (Miss, give the instructions faster)*”, the students said (Appendix 1, Field Note 4, page 151). However when she gave instructions quickly, “stand up, point to the door and sit down”, they got confused and made mistakes. Nevertheless, they still smiled and looked happy.

When implementing the game, the students had difficulties to comprehend English when the researcher explained the rules in English. Some students looked confused and kept silent. Then the researcher took a student as a model and asked him to do her instruction when she said “Simon says, touch the book” and not to do the instruction when she said “touch the book (leaving out Simon says)”. The students then could understand how to play the game. The activity was reflected in the interview transcript below.

R: *Sarioh, Vina, tadi pelajarannya gimana?* (How is the lesson today, Saroh?)

S1: *Asik, Miss. (It is fun, Miss.)*

S2: *Iya, asik, Miss. (Yes, it is awesome, Miss.)*

R: *Bisa ngikutin permainannya?* (Could you follow the game?)

S1: *Pas awal gak ngerti aturan mainnya. Mbingungi. Tapi pas dijelaske pake gerakan-gerakan Miss tadi jadi paham maksud mainnya gimana.* (At the beginning, I am still confused about how to play the game. However, after you explain the rules by using gestures, I finally understand.)

R: *Gamenya gampang kan?* (Could you play the game? It is easy, right?)

S1: *Bisa, tapi tadi ada yang bikin bingung* (Yes, but sometimes I get confused.)

R: *Kenapa?* (Why?)

(Appendix 2, Interview Transcript 11,)

### (c) Meeting 3



In the last meeting of Cycle 1, the researcher used *Do as I Say, not Do as I Do Game* to introduce some instructions related to parts of the body to the students. At first, the researcher gave an explanation about parts of the body. She showed each part of the body by using a paper puppet and a big picture. During the explanation, some students looked bored and busy with their friends. To make the students feel more interested, the researcher gave some pictures of parts of the body to each student. She asked one student to come in front of the class to act as a model. After that, she mentioned a part of the body, and then the student who got the picture should come forward and attach the picture to the model's body. This activity made the students got their concentration back in learning the material. To make the learning more fun, the researcher asked the students to sing "Head, shoulders, knees, toes" song. It can be seen from the interview transcript below.

R: Ike, *kegiatan di kelas tadi gimana?* (Ike, what do you think about the activity today?)

S1: *Asik, Miss* (It is fun, Miss.)

R: *Tadi belajar apa aja?* (What do you learn?)

S1: *Belajar parts of the body sama perintah-perintah kayak touch your nose, point your eyes, clap your hands.* (I learn about parts of the body and some instructions like touch your nose, point your eyes, clap your hands.)

R: *Susah gak?* (Is it difficult?)

S1: *Gak sih, tapi kadang bingung* (No, but sometimes I am confused.)

R: *Bingung kenapa?* (Why?)

S1: *Iya, pas tadi diterangin banyak banget sih. Jadi bingung malah. Bosen juga. Tapi awalnya tok si, Miss.* (In the beginning, there are so much words to be learned. It makes me feel confused and also bored.)

R: *O, gitu. Terus?* (I see. And then?)

S1: *Lanjutannya lucu si. Soalnya tadi Miss ngasih gambar. Terus suruh nempel-nempelin ke tubuhnya si Bagus. Lucu. Mukanya jadi aneh ditempelin gambar macem-macem gitu.* (I like when you give us some pictures and ask us to stick the pictures in Bagus's body. It is funny to see the strange face of Bagus after the pictures are attached.)

R: *Seneng pas aktivitas itu?* (Do you feel interested in that activity?)

S1: *Iya. Terus habis itu pake nyanyi-nyanyi juga. Jadi lebih gampang apal dan lebih mudah masuk materinya.* (Yes. Then you ask us to sing. The song makes the material easy to learn and master.)

(Appendix 2, Interview Transcript 15,)

The researcher explained some class instructions related to the material by showing the pictures and explained the meaning of each instruction by giving gestures to emphasize the instructions. In the practice activity, the researcher asked two students from each row to come in front of the class. The students are asked to follow her instructions. After that, those eight students invited another two friends from their rows. Those eight new students did the same action. The researcher did it again and again until all students get their turn.

Then, *Do as I Say, Not Do as I Do Game* was implemented in the production activity. The researcher explained the rule of the game that the students must listen to her instructions, not just copy her movements. For example, she would call out a command, such as ‘touch your ear’, but she touched the nose and the students must touch their ears, not their nose. However, some students still had difficulties to comprehend the rules. The researcher explained again and used gestures or body languages to emphasize her explanation. The students then could understand how to play the game. They could respond to the commands appropriately. It means that non-verbal languages or gestures can help the students comprehend the explanations and instructions.

## **2. Using classroom English effectively**

The implementation of classroom English in this research included greeting the students at the beginning of the lesson by saying “*Good morning.*”

followed by asking students' condition by saying "*How are you?*", or sometimes "*How's life?*". The students always answered the greeting loudly. When they were asked about their condition, they always said "*Fine, thank you.*" or "*Fine, Thanks. And you?*"

The first time the researcher asked "*How's life?*" the students looked confused and did not know what to say. Then she explained what it means. In Meeting 3, the students were able to respond to that question by saying "*Fine, thank you.*"

R greeted Ss by saying *Good morning*, replied by *Good morning* from the Ss. R asked St how life was. Ss got confused. R said *How is life?* was same as *How are you?*. Once again, R asked Ss's condition using *How's life?* and Ss replied by saying *Fine, thank you.*

(Appendix 1, Field Note 5,)

The researcher also asked "*Who is absent today?*", "*Is everybody here today?*" or "*Is anyone away?*" to check the students' attendance. They were able to respond by mentioning who was absent, or saying "*No one.*" when all of them were present. To check the students' understanding, the researcher used "*Do you understand?*" or "*Is it clear for you?*". For inviting questions, she used "*Is there any question?*" or "*Any question?*" The students usually answered by saying "*Not yet.*" To know the students' readiness before playing games, the researcher used "*Are you ready?*" and "*Have you finished?*" to know whether they had finished doing the tasks given or not. The students usually answered by saying "*Yes*" or "*Not yet, Miss*".

Meanwhile, during the lesson the researcher sometimes thanked the students for their participation by saying "*Thank you*" and sometimes

complimented them by saying “Great”, “Good” or “Excellent”. At the beginning of the lesson, she always used “Let’s say our prayer. Pray do.” to lead the prayer.

The researcher also used English in leave-taking. When she said, “Okay, class, time is over. See you next Tuesday” or “That’s all for today. On Tuesday, there will be more. See you”, the students kept silent and talked to each other. She repeated loudly, “See you class” and they answered “See you, Miss”. The researcher’s repetition and loud voice could give good influences to the students’ responses. They could listen and respond to the researcher well.

These were some English expressions used by the researcher during the English teaching-learning process.

#### **Sitting down, standing up, and moving around**

<b>Sitting down and standing up</b>	<b>Moving around</b>
<ul style="list-style-type: none"> <li>• Come in and please sit down.</li> <li>• Ok, sit down now please.</li> <li>• Ike, sit down over there, with your friend.</li> <li>• Ok, please stand up. And don’t make too much noise.</li> <li>• Everybody up! That’s right!</li> <li>• Stand still! Don’t move.</li> <li>• Stay in your places! Stay where you are.</li> </ul>	<ul style="list-style-type: none"> <li>• Right, Fahmi, can you come here please?</li> <li>• Ok, your group, come up to the front.</li> <li>• Now, get into a line. Stand in a line. Like this, one behind the other.</li> <li>• I want you to make two lines, along here...</li> <li>• Let’s see...move up a bit...good, that’s nice and straight!</li> <li>• Not too close...a bit further apart...step back a bit, that’s better.</li> <li>• Ok, thank you. Now go back to your places.</li> </ul>

#### **Asking for helpers and giving things out**

I need two helpers please	So, can you give out these pictures? One picture for one student.
Who’d like to help? You three? Fine.	Can you pass round these sheets of paper so everyone has one?
Putra, can you help me?	Can you give out the cards? Three for each table.
Rista and Hadi – can you help me?	Can you collect in the cards please? Thanks.

#### **Recalling routines: what we do when ...**

What do we do to begin our class?	Everybody stand up.
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	When we are learning a new song?	Listen to me carefully and we'll sing the song together after that.
	When we're playing a game?	Line up, one behind the other. Line up in rows beside your tables.
	at the end of the lesson?	Clear everything up nicely get your bags

### Organizing the classroom

1. Get your books and pencils out.
2. Pick your pencils up.
3. Move the tables back.
4. Put all your things away.
5. Put your pencils down.
6. Leave these tables here.

### Explaining and demonstrating

Today we are going to	sing a song.	Listen the song first and we'll sing it together after that.
Next we are going to	learn the material.	Pay attention to me. Look here's a picture for you.
Over the next few lessons we are going to	play a game.	Listen to the rules and do the actions I said.
Let's do some together first, so you'll see.		What I mean. What to do. How to do it.

### Setting up pairs and groups

Are you ready?	You're going to do this	in pairs.
Ok, everyone.	You're going to work	in twos.
So now everybody.	You will be playing this	in threes.
Quite please!		in groups of three or four.
Listen carefully.		

### Handling the noisy students

- Please stop talking now. No more talking for a bit. Good you lot. That is nice and quiet. You others...shh. Calm down now, OK. That's better.
- Quite please! Settle down and listen. That's good Hana. Thank you Endri.
- Everyone is sitting nicely...except for Dimas! Dimas, could you sit down like the others please? Thank you. Ok...
- Ok, we need to be quieter to hear what everybody is saying. These two groups are doing an excellent job. Thank you for being quiet. And now we are waiting for...

The researcher used gestures or body languages to emphasize her instructions or explanations. The students responded to the researcher's instructions or explanations appropriately. It means that non-verbal languages or gestures can help the students comprehend her explanations and instructions.

The use of classroom English was intended to make the students familiar with English so that they would not feel that learning English is difficult. The ability to respond to what the researcher said shows that the students could understand the expressions and they could respond to the expressions appropriately. Thus, the researcher found that the use of classroom English was effective in making the students familiar with English.

### **3. Using varied media in the teaching-learning process**

The use of media as a part of teaching aids was very important. The use of media was aimed to help the students in understanding the learning materials. Another purpose was to decrease the students' boredom during the lesson. Using media in the teaching-learning process also could draw the students' interest. Being interested with the media, the students would involve actively in the teaching-learning process. To maintain the students' interest and attention, the researcher used some media.

#### **(1) Using flashcards**

Flashcards were used to attract the students' minds and attention to get involved in the class activities. In this cycle, the flashcards were presented in the warming up and modeling. In the warming up, the students were shown the

pictures of time, things in the classroom, and parts of the body to introduce them to the themes that were going to be presented. In this case, the students could centre their attention to the teaching-learning process.

In the modeling activity, the pictures also helped the students to guess the meaning of new vocabularies in Indonesian by themselves, so the researcher did not need to translate the vocabulary into *Bahasa Indonesia*. As the example, it could be seen in Figure 3:



**Figure 3: The example of flashcards to help students to guess the meaning of new vocabularies**

From the pictures, the students could guess the meaning of the pictures by themselves. For example, if the students forgot the meaning of a chair, the researcher could remind by asking them to look at picture (a). Meanwhile, if sometimes the students forgot how to do an instruction, the researcher could remind them how to do it by showing picture (b). By using the pictures, the researcher did not need long explanation to explain the meaning of the words. It could be seen from the interview transcript below.

## **(2) Using a big picture (a poster)**

A big picture (poster) was used to attract the students' attention when the researcher explained the materials. In this cycle, the big picture was used in presenting the material about parts of our body. The big size of the picture could

catch the students' attention so that they could be more motivated to focus on the researcher's explanation. Although the use of the picture supports the teaching-learning process, it was not big enough so that the students who sat on the back could not see clearly. It could be seen in the interview transcript below.

- R: Febri,, *gimana pelajaran hari ini?* (Febri,, what do you think about today's lesson?)  
 S1: *Pokoke kalau ada game-gamenya gitu aku senang, Miss, kayak nggak belajar e jadinya.* (If there is a game, I feel happy in joining the class, Miss. It feels like we are playing not learning.)  
 S2: *Iya, seru banget.* (Yes, it is awesome, Miss)  
 R: *Tadi pas Miss pake gambar yang gede itu menurut kalian gimana?* (What do you think when I use the big picture?)  
 S1: *Menarik kok, Miss.* (It is interesting, Miss)  
 R: *Kalo Endri gimana?* (What do you think, Endri?)  
 S2: *Nganu, Miss, gambare kurang gede. Aku ga pati jelas le lihat jadinya, Miss.* (The picture is not so big enough. I could not see it clearly, Miss)  
 R: *Oh, kamu duduknya di belakang ya?* (Do you sit on the back?)  
 S2: *Iya e, Miss.* (Yes, Miss)  
 R: *Oh iya, terus tadi memperhatikan tidak kalo kurang jelas tuh?* (I see. Do you still pay attention to my lesson although the picture was not so clear?)  
 S2: *Perhatikan, tapi aku njuk mlaku mengarep, Miss.* (Of course, but then I decide to come forward so I could see the picture clearly, Miss.)  
 (Appendix 2, Interview Transcript 14, )

The English teacher (OI) also commented on the use of media, especially the big picture. She said that it was effective enough to attract the students' attention. However, the students sat at the back could not see it clearly. Fortunately, the handout given helped the students to make the picture clearer. It could be seen in the interview below.

- R: *Gimana tadi menurut Bu Tisa tentang penggunaan big picture tadi? Sudah efektif belum?* (Miss Tisa, what is your opinion about the implementation of the big picture in my presentation? Is it effective?)  
 T: *Ya, saya kira ya sudah lumayan lah, Mbak. Cukup menarik perhatian siswa. clearer.)*

(Appendix 2, Interview Transcript 17)

### (3) Using handouts



Handouts were given to the students in each meeting. In the handout, the researcher included colored pictures, and simple and clear materials. The use of the handouts supported and helped the researcher in delivering the material. Handouts also helped and illustrated what had been taught to students because the handouts contained pictures or maps which were helpful as they enable students to get faster understanding.

#### **4. Using songs to warm up and motivate the students in learning English**

The researcher used songs to help her present the topic. The selection of the songs was based on the theme of the teaching-learning. The first song was “*Ten Little Indian*”. It was sung to warm the students up and introduce them to numbers to lead them to the material about how to tell time. The researcher sang the song first and then she asked the students to sing the song with her. The description of this activity could be seen in the field note below.

After that, R asked Ss to sing a song. The title was *Ten Little Indian*. Ss listened when R sang the song first. Next, R asked Ss to sing *Ten Little Indian* song. At first, it was easy for Ss to sing the song from one to ten. However, they looked attentively when they sang the song from ten to one. After singing the song for the second time, they looked enjoying the song. To make it more fun, R even changed the word “*boys*” in the song to other nouns, like girls, fingers, oranges, etc.

(Appendix 1, Field Note 3)

Another song used in Meeting 1 was “*What Time is it?*” song. This song was intended to get enjoyable practice in pronouncing telling time for students. By using the song, the students could memorize how to tell time in English in the enjoyable atmosphere.

In Meeting 2, the researcher used “*Hokey Pokey*” song. While she sang the song, she gave model to the students and they followed the researcher’s actions. The students looked happy with this action song. It could be seen in the field note below.

After that, R asked Ss to sing a song. The title was *Hokey Pokey*. Ss listened when R sang the song first. She sang the song and acted out the action. Ss laugh out loud seeing R’s actions. It seemed that it was the first time they saw a song accompanying actions. When R asked them to join in the song, Ss looked happy to follow R’s action. Ss could act out R’s actions but they could not sing the whole song. They would sing loudly when it came to “and you shake shake shake shake shake”. However, it means that they were interested in singing the song. Although they could not sing the whole part of the song, they could remember the sequences of the action done in the song. After R sang the second time, Ss could follow her in the singing and did the actions.

(Appendix 1, Field Note )

Another song used in Meeting 2 was “*This is the Window*” song. This song was intended to get enjoyable practice in pronouncing the words of things in the classroom for students. By using the song, the students could memorize the words in the enjoyable atmosphere.

The “*If You’re Happy*” song was the third song. The students were familiar with the rhyme of the song but they did not know the lyrics. The students could do the instructions in this song, such as ‘If you’re happy and you know it clap your hands’, or ‘If you’re happy and you now it stamp your feet’. They looked happy as they sang the song. They also stood up by themselves and smiled while singing the song. It could be seen in the field note below.

After that, R asked Ss to sing a song. The title was *If You’re Happy*. Ss listened when R sang the song first. Ss stated that they ever heard the song before, although it was in Indonesian, so it would be easier to be learned by Ss. After that, Ss sang the song together with R. After singing the song, R asked Ss to stand up and sing with her. They sang happily and did the actions. During singing the song, some boys deliberately tapped their desks. R asked them to stop made that noise

or they should sing in front of the class. They stop their actions. When R said “Okay, let sing the song faster”, they could sing the song well and did the actions enthusiastically.

(Appendix 1, Field Note 5)

Another song used in Meeting 3 was “*Head, Shoulders, Knees, Toes*” song. This song was intended to get enjoyable practice in pronouncing the words of things in the classroom for students. By using the song, the students could memorize the words in the enjoyable atmosphere.

### 3. Reflection of Cycle 1

Total Physical Responses based activities that were applied effectively improved the teaching and learning process of listening. The students got more listening inputs through the activities. Besides, through total physical responses the students had real experiences of using the language. unsuccessful that would be described as follows.

- a. Using total physical responses games as the main activities to improve the listening skills was successful. These games were implemented in the production activity. The games emphasized on how to give and do some instructions. This also taught the students some common expressions to give instructions and how to listen to those instructions. The students were more interested and enthusiastic in learning English. It could be seen from the interview transcript below.

A: *Kalo pilihan games di Cycle 1 ini gimana, Bu Tisa?* (What do you think of the games used in Cycle 1, Miss Tisa?)

OI: *Wah, gamesnya bagus sekali. Anak-anak juga kelihatan lebih aktif dan tidak bosan selama pelajaran. Mereka juga bisa mengikuti yang diperintahkan guru. Gamesnya cocok sekali buat ngajarin listening.* (The

games are very good. The students are more active and not bored during the lesson. Most of them also could follow the teacher's instructions. These games are appropriate for teaching listening).

(Appendix 2, Interview Transcript 18,

So, games can encourage children in learning the aspects of language and language skills automatically. These games could reinforce the students' listening skills as well.

- b. Giving explanation in English to improve the students' listening skills was not quite successful. They could understand and respond only after the researcher gave the gestures. The gesture, body language or modeling was done to help the students understand the explanation. It could be seen from the field note.

When R explained the rules, Ss got confused at first. They had difficulties to comprehend English when R explained the rules in English. Some Ss looked confused and kept silent. Then R called Arif to be a model, then asked him to do her instruction when she said "Simon says, touch the book" and do not do the instruction when she said "touch the book (leaving out Simon says)". Ss nodded their head and could understand the rules to play the game.

(Appendix 1, Field Note 4,)

- c. The media were effective to attract the students' attention. They were also tools to overcome the students' boredom. The media could help the researcher to present the materials and introduce some new words as well. Pictures as a form of media can be used as a tool to introduce the material or new words. However, the picture was not clear and big enough. As the result, some students, especially who sat at the back, could not see it clearly. It could be seen in the interview transcript below.

, Miss, gambare kurang gede. Aku ga pati jelas le lihat jadinya, Miss. (The picture is not so big enough. I could not see it clearly, Miss.)

(Appendix 2, Interview Transcript 14, )

- d. Using songs was an effective teaching technique to encourage the students in the process of English teaching-learning. Songs could introduce the students to some new words and teach them the sounds. Action songs were used to improve the students' listening skills by doing some actions. The English teacher (ET) commented on the use of the singing songs activity. She said that the songs helped the students to understand the materials more. The songs also improved the students' listening skills because the students could memorize the lyrics even though the researcher did not write the lyric on the whiteboard. It could be seen from the interview transcript below.

R: “*Terus, gimana dengan pilihan lagu-lagu di Cycle 1 ini, Bu?*” (What do you think of the songs used in Cycle 1, Miss?)

T: *Saya tidak terlalu hapal liriknya. Anak-anak jadi terlihat lebih enjoy selama pelajaran. Apalagi pilihan lagunya sesuai dengan materi yang diberikan. Jadi bisa membantu mereka dalam memahami pelajaran juga. Mereka juga bisa hapal liriknya meskipun tidak dituliskan di papan tulis. Ini bukti kalo listening mereka juga jadi meningkat gara-gara dikasih lagu-lagu ini.* (I have ever heard the songs before, but I do not know the lyrics. The students look enjoy during the lesson. Moreover, your chosen songs are appropriate with the materials given. So, the songs could help them to understand the materials more. The students also could memorize the lyrics although you do not write the lyrics on the whiteboard. This could be the proof that their listening skills improved by the use of the songs).

(Appendix 2, Interview Transcript )

#### 4. Findings of Cycle 1

Based on the reflections above, the researcher and the English teacher decided that most of the activities in Cycle 1 were successful, but there was always a need to improve each of the planned actions. There were some points that could be concluded as follows.

- a. Using total physical responses games was effective to improve the students' listening skills. The students could listen and respond to the researcher's instructions. They were also more motivated to learn English and actively engaged in the teaching-learning process. In the next cycle, the games should be modified by considering the appropriate activities which could encourage the students to be more actively involved in the teaching-learning process and were expected to make the students actively speak English, so they could improve their speaking skills, besides the listening skills.
- b. The use of classroom English was useful in making the students more familiar with English. It could again the students responses in English too. It also provided them with the real use of the language. During Cycle 1 the reseacher still translated some instruction into Indonesia.
- c. Giving explanation in English needed to be improved. To help the students to understand when the researcher gave explanation in English, she sometimes still accompanied the explanation with the use of translations into *Bahasa Indonesia*. It made the students were relied more on her translations than tried to familiarize the English words and sentences used. In the next cycle, the researcher would use more body languages, gestures, and repetitions in helping the students to understand her explanation, as a replacement for translation into *Bahasa Indonesia*.
- d. The use of interesting media was effective to help the students understand the learning materials, to attract their attention, and maintain their motivation during the learning process. The researcher used various kinds of media which

were relevant with the learning materials. There were a big picture, a puppet, , flashcards, real objects, and handouts. These all functioned as tools to make activities run smoothly as expected and the students understood the material well. However, the big picture used in this cycle was not big enough so that not all students could look at them clearly.

- e. The songs were effective to encourage the students in learning English. It could be use as one of appropriate learning resources to teach the students' pronunciation of new words and help them to improve their listening skills. By using songs, the students became enthusiastic, interested, and actively engaged in doing the varied activities in learning English.
- f. Giving appreciated, reward, and punishment were rarely given to the students. It made the students unable to maintain their motivation and interest in learning. They easily turned to do something annoying.

The following is the summary of reflection and conclusion of Cycle 1 and the recommendation for Cycle 2 resulted from the discussion between the English teacher and the researcher.

**Table 4. The summary of reflection and conclusion of Cycle 1 and the recommendation for Cycle 2.**

<b>Actions in Cycle 1</b>	<b>Reflection in Cycle 1</b>	<b>Conclusion in Cycle 1</b>	<b>Recommendation for Cycle 2</b>
Using total physical responses games based activities during the	Using total physical responses based activities that were applied effectively improved the teaching and learning process of	This action would be sustained in Cycle 2 with improvement.	The activities should be well organized, so they would not make the students confused instead. Before conducting an the

teaching and learning process.	listening The students got more listening inputs through the activities. Besides through total physical responses the students had real experiences of using the language.		studednts was needed since they were asked to do something not only to listen.
Using classroom English effectively	The use of classroom English was successful to familiarize the students with English. It also had directed the students' mind that English was not a difficult subject. However, to help the students understood when the researcher gave explanation in English, she sometimes still accompanied the explanation with the use of translations into <i>Bahasa Indonesia</i> .	This action would be sustained in Cycle 2 with improvement.	Guestures and mimiks would be used to reduce the translation into Indonesia.
Using interesting media in the teaching-learning process	Using various media was very helpful during the teaching and learning process. The media attracted the students interest. They could also encourage the students to give responses confidenly in English.	This action would be sustained in Cycle 2 with improvement.	The media should be seen clearly from back rows.
Using games	Implementing games Made students more interested in English learning. Moreover, the students got listening	This action would be sustained in Cycle 2 with improvement.	In next cycle, the game should be adjusted to the classroom space and the time allocated.



	inputs during playing games. However, the use of games indeed was a little bit time consuming.		
Giving appreciation, rewards, and punishment	During the cycle 1, appreciation, reward, and punishment were rarely given to the students. It made the students unable to maintain their motivation and interest in learning. They easily turned to do something annoying	Te action would be sustained to be used in cycle 2 with improvement	The use of appreciation rewards and punishment should be improved to maintain their motivation in learning. Besides, they would be used to make the students realize which was right to do and which was not.

## **B. The Report of Cycle 2**

### **1. Planning**

Based on the reflections in Cycle 1, the researcher and the English teacher planned some efforts to solve the problems found during the implementation of the actions in Cycle 1. In order to solve the problems, the researcher and the English teacher would still use the similar activities as those in Cycle 1 with some modifications and additions. The following were the efforts that would be applied in Cycle 2.

- 1) Implementing interactive games as the main activities: Since the use of interactive games was quite successful to improve the students' listening skills and the students' involvement during the teaching-learning process, the researcher decided to sustain the implementation of this action in Cycle 2.

There were some games that would be applied in the three meetings in Cycle 2, i.e., *Direction Game*, *Whisper Race Game*, and *Clothes Race Game*. The researcher also tried to create some appropriate activities in the games which could stimulate the students to respond to the instructions given and encourage them to speak English confidently. So they could improve their speaking skills besides their listening skills.

- 2) Using classroom English to support the success of total physical responses games: The classroom English would be maximally used in opening the lesson, closing the lesson, giving explanation, and giving classroom instructions. The researcher would try to improve the communication with the students so that there would be two ways of communication. She would also try to reduce the use of translation into *Bahasa Indonesia*.
- 3) Using interesting media in the teaching-learning process: The media had an important role to support the success of the materials that would be delivered. By employing the appropriate media, it is easy for the students to understand the materials and involve more actively in the teaching-learning process.
- 4) Using games to support the teaching of listening skills and made students more interested in English. Singing songs could also be used to warm up and motivate the students in learning English so that they became enthusiastic and interested in learning English. The songs used in Cycle 2 were '*Where Are You Going?*', '*Good Morning to You*', '*What Do You Like?*', and '*My Clothes*'. Songs also used in greeting the students, checking their condition,

and parting them. The songs were ‘*Good Morning*’, ‘*How Are You?*’, and ‘*Good Bye*’.

5) Giving appreciation, rewards, and punishment towards the students’ work.

Children usually showed better work when the teacher appreciated their work because they want to please the teacher rather than their peer group (Cameron, 2001: 1). The appreciation could be in the form of verbal or non-verbal such as giving rewards. These kinds of appreciation would improve the students’ motivation in learning English so they would involve actively in the learning process without any pressure.

## **2. Action, Implementation, and Observation in Cycle 2**

The actions were conducted three times on September 9<sup>th</sup>, September 16<sup>th</sup>, and September 21<sup>st</sup>. All actions were applied in every meeting. The materials that would be learned in Cycle 2 were my school, food and drink, and clothes. There were three games in this cycle. They were *Direction Game* which was carried on September 9<sup>th</sup>, *Whisper Race Game* on September 16<sup>th</sup>, and *Clothes Race Game* on September 21<sup>st</sup>, 2012. The language functions that were covered were the ability in asking and giving information and giving and responding to instructions.

During the action, the researcher acted as the teacher and the English teacher acted as the observer. The data were collected by using classroom observations, interviews, tests, and documentations. Besides, as in Cycle 1, the student’s listening skills were assessed based on what she/he performed and what the teacher observed. There were also listening tests conducted in each meeting.

The result of the actions and observations in Cycle 2 could be described as follows:

**1) Improving students' listening skills and students' involvement through total physical responses games**

**(a) Meeting 1**

In the first meeting of Cycle 2, the researcher as the teacher implemented “*Direction Game*” as the main activity. This game was also used to introduce some more instructions to the students. Because the game is about “My School”, at first, the researcher gave explanation about some rooms that could be found in the school. She reviewed the names of rooms in the school and then gave the students the example how to ask for and give information about it by using a puppet as a dialog partner, “Where are you going, Hiccup?” said the researcher, the puppet replied “I am going to the laboratory”. The students were interested with the media used. The researcher then acted as Hiccup and asked “Where are you going,... (mentioned the student's name)?” to some students. The students listened and answered the question by answering “I am going to ... “(mentioned one room at the school). To make it more fun, the researcher then asked the students to sing “Where Are You Going?” song. The students did not find any difficulties in mastering the materials. After that, researcher explained some class instructions related to the material and explained the meaning of each instruction by giving gestures or body languages to emphasize the instructions.

In the production time, the main game, *Direction Game*, was used. The students seem enthusiastic and smiled when it was the time to play a game. They

shouted “yeah” when the researcher said, “Let’s play a game. We will have Direction Game. Are you ready?” (Appendix 1, Field Note 6, page 162). In the implementation, the language function of asking and giving information about direction were used in the game. Besides providing four desks and four pictures of rooms at the school on the desks, the researcher also arranged some desks as the barrier. She divided the students into four groups consisted of six students. The first student would be blind-folded and acted as the driver while the rest were the passengers and acted as the instructors who gave the direction. The researcher gave one picture of rooms at the school to each passenger.

The researcher explained the rules of the game, i.e., the driver should find the place that the passengers looked for by giving instructions. The driver would ask the passenger “where are you going?”. The first passenger answered by saying “I am going to the canteen”. Then the passenger would give the instructions such as, ‘turn right, turn left, go straight, walk forward for five steps, walk backward for three steps, and stop’. The first driver who could take all passengers to the right place they looked for would be the winner. The students looked enthusiastic and they enjoyed competing with each other. They also could do the instructions well. Although some students were noisy when other students played the game, most of them were interested in playing the game. It could be seen in the interview transcript below.

R: Dimas, *gimana pelajaran hari ini?* (Dimas what do you think of the lesson today?)

S: *Menyenangkan banget*, Miss. (It is so fun, Miss.)

R: *Terus pas main gamenya bisa? Gampang kan?* (Could you play the game? It is easy, right?)

S: *Iya, gampang. Orang tinggal ngasih perintah ke supirnya belok kanan, belok kiri, jalan ke depan atau belakang, terus nek udah nyampe tinggal bilang stop* (Yes, it is easy. We just need to give direction to the driver, such as turn right, turn left, walk forward or backward, then after we have reached the place, we just need to say stop.)

(Appendix 2, Interview Transcript 19, )

From the result of observation and test holding after the meeting, this game helps to improve the students' listening skills. Besides, this group game helps building the students' coordination among them and makes them actively involved in the teaching-learning process.

### **(b) Meeting 2**

*Whisper Race Game* was the second game to introduce more instructions to the students. At first, the researcher gave an explanation about kinds of food and drink. To make the explanation more enjoyable, she explained the name of food and drink and gave the students the example how to ask and give information about it by using a puppet as a dialog partner, "What do you order, Hiccup?" said the researcher, the puppet replied "I order a bowl of noodle and a glass of milk". To make the students engage in the conversation, the researcher then acted as Hiccup and asked the students "What do you order... (mentioned the student's name)?" The students listened to the question and answered by mentioning "I order... (mentioned the name of food or drink)". After that, to practice the pronunciation, the researcher asked the students to sing "*I Like Pizza*" song. The students enjoyed the song and enthusiastically acted the actions in the song. After that, researcher drew four tables at the whiteboard. She explained the class instructions and explained the meaning of each instruction by acting out the action. Then she distributed some pictures of food and drink to the students. She

pronounced the instructions, for example: “Bring a plate of rice to table 5”. After that, the student who got the picture did the action.

In the practice activity, the researcher asked the students to play *Let’s Go to the Canteen Game*. She distributed some pictures of food and drink to the students. She explained the rules of the game i.e., she would say “I am going to the canteen. I want to eat... and drink... (called out five kinds of food and five kinds of drink). The student who got the picture should stand in line behind her (like a train) and move around the class singing “*I like pizza*” or “*What do you like?*” song. The students seemed enthusiastic and listened seriously when the researcher explained the rules of the game. At the end of the song, they should compete with each other to get a chair to sit on. The students who cannot find any seat become the new caller of the game. Although the researcher needed much energy in managing this class activity, the students enjoyed the activity.

In the production time, the main game, *Whisper Race Game*, was used. In the implementation, the language functions of asking and giving information about ordering something were used in the game. In this game, the researcher divided the students into two groups and asked them to stand in line. She provided some flashcards of food and drink on the two front desks, then divided the whiteboard into two parts and drew five tables to each part. She explained the rule of the game, that is, she would whisper a sentence to a student, such as ‘Bring a bowl of noodle to Table 5’. If she said ‘Go!’, the student should whisper the message to their friends in groups. The last students should run and find the pictures of a bowl of noodle and stick the picture to Table 5.

The students could do both the whisper race game and the sticking activity well. Students felt interested in playing the games and could whisper the simple sentence to other students. It could be seen in the interview transcript below.

- R: Rista, Tyas, *gimana tadi?* (Rista, Tyas, how is our lesson today?)  
 S1: *Tadi permainannya asik, Miss.* (The games are fun, Miss.)  
 S2: *Iya, hari ini seru banget gamenya.* (Yeah, the games are so awesome.)  
 R: *Kalo pelajarannya tadi gampang kan?* (How about the lesson? Is it easily understood?)  
 S1: *Gampang kok. Apalagi tadi di pake di game sama dinyanyiin, jadi lebih apal sama kata-katanya.* (It is easy. We also use the vocabularies in the games and song, so it is easy to memorize the words.)  
 R: *Terus, gamenya hari ini gimana? Kalian pada suka?* (Then, how about the games? Do you like it?)  
 S1: *Suka banget, Miss. Tapi aku lebih suka yang game pertama, yang main kereta api itu lho, Miss, terus rebutan tempat duduk. Seru banget.* (I like the games very much, Miss. But I prefer the first game, when we play like a train, then competing to get a chair to sit on. It is awesome.)  
 R: *Kalo Tyas gimana?* (What about you, Tyas?)  
 S2: *Kalo aku lebih suka yang game kedua, Miss. Aku kalah terus tadi pas rebutan tempat duduk. Tapi pas maen bisik-bisikan itu aku suka soale kelompokku menang.* (I prefer the second game, Miss. I always fail when competing to get a chair to sit on. But I like the whisper game because my group could win.)  
 (Appendix 2, Interview Transcript 22, page 188)

The English teacher (ET) commented on the use of this game. She said that the *Whisper Race Game* was effective to teach listening to the students. The students also showed good responses during the implementation of the game since they were so enthusiastic to be the winner of the game. It could be seen in the interview transcript below.

- R: *Bagaimana dengan permainan “Whisper Race”, Bu, efektifkah untuk mengajar listening pada siswa?* (Is whisper race game effective to teach listening to the students, Miss?)  
 T: *Oh, iya. Mereka kan mendengar yang diucapkan jadi sangat efektif dan sangat menyenangkan karena harus balapan dulu* (Yes, the students could listen to what others whispered so that it is effective. It is also interesting because they have to compete in a race.)  
 R: *Menurut Ibu sendiri, bagaimana respon siswa dalam game ini?* (According to you, how about the students' responses to this game.)



T: *Siswa sangat terlihat antusias terhadap gamesnya, Mbak. Dan terlihat banget kalo mereka sangat tertarik buat jadi pemenang* (The students look enthusiastic when doing the game. And we could see that they are so eager to be the winner.)  
(Appendix 2, Interview Transcript 24, page 189)

### (c) Meeting 3

In the last meeting of Cycle 2, the researcher used *Clothes Race Game* to introduce the students to some instructions related to “Clothes”. Before applying the games, the researcher explained some kinds of clothes. When explained the material, she also showed the real clothes to the students, so they could get better understanding of the material. Then she invited the students to sing “My Clothes” song. The students enjoyed the song and did not find any difficulties in mastering the materials. After that, the researcher explained some class instructions related to the material and explained the meaning of each instruction by giving gestures or body languages to emphasize the instructions.

Before applying the main game, the researcher asked the students to play *Dress up Relay Game*. This game is intended to practice the instructions related to clothes. In this game, the researcher divided the students into two groups and asked them to stand in line. She provided some kinds of clothes on the two front desks. She asked two students to act as the model. She would call out a command, such as: “put on the hat and shirt to your model.” The students listened to her instructions and then the front students would run and find the hat and shirt and put them on to the model’s body. The first student completed the instruction will be the next instructor.

*Clothes Race game* was played in the production activity. The rules of this game were just like the *Dress up Relay Game*, but in this game, the clothes would

be put on the students themselves. The students were very happy and laughed out loud during the game, but they could do the instructions well. It could be seen in the interview transcript below.

R: Arif, Febri, *menurut kalian pelajaran hari ini menyenangkan gak?* (Arif, Febri, what do you think of our lesson? Is it interesting?)

S1: *Asik banget*, Miss. *Apalagi gamenya, seru banget*. (It is fun. The game is also awesome.)

S2: *Iya. Gamenya seru, lucu, pokoknya nyenengke*, Miss (Yes. The game is so awesome, fun, and interesting, Miss.)

R: *Pas main gamenya, susah nggak?* (When playing the game, is it difficult for you?)

S2: *Awalnya si karena aku masih belum paham gimana ngebedain macem-macem pakaianya, jadi sering salah-salah*, Miss. *Mana suaranya kan hampir mirip kalo didengerin*, Miss, *misale skirt sama shirt. Tapi karena pas main game terus diulang-ulang terus kata-katanya, eh jadi bisa apal sendiri*. (At the beginning, I am still confused on how to differentiate some kinds of clothes. Moreover, the sounds are almost similar e.g. skirt and shirt. However, by playing the game, finally I could understand it. It is because you repeat the words again and again so unconsciously we could memorize the words.)

S1: *Iya, bener*, Miss. *Gara-gara diulang terus pas main, malah jadi apal*. (Yes, I also agree. Because you repeat the words again and again, we could memorize the words easily.)

(Appendix 2, Interview Transcript 25,)

## 2) Using classroom English effectively

In this cycle, the classroom English expressions used were similar to those used at the first cycle. The researcher as the teacher used greetings, leave-takings, and instructions in the classroom. In this cycle, the students were more familiar with the expressions which the researcher had used in Cycle 1. They could understand it when the researcher asked them to do something in English. The researcher tried to use simple sentences to communicate with the students. It could be seen when she asked one of the students to sit down by saying “Putra, could you sit back on your chair?”, the student nodded and returned to his chair.

She also used English to manage the classroom by saying, “Class, sit nicely and pay attention to me”, and they did what she asked.

When the researcher explained the materials, she also used English to make the students accustomed to the simple sentences or expressions used. In Cycle 1, the use of classroom English to give explanations in English was not quite successful to improve the students’ listening skills. The students did not give responses and seemed confused when the researcher explained the materials in English. Therefore, she must translate it into *Bahasa Indonesia*. As the result, the students tended to be more relied on the researcher’s translations than tried to familiarize the English words and sentences used by her. In Cycle 2, the students made progress in understanding the researcher’s explanations. Most of them could respond to the researcher’s instructions after she used gestures. It could be seen from the field note below.

Ss still made noise after practicing on giving directions. R tried to calm them down. R: “Okay, everybody, stop talking now and listen to me carefully.” Ss stopped talking and listened

(Appendix 1, Field Note 6, )

### **3) Using varied media in the teaching-learning process**

The materials which would be learned in this cycle were about giving information and responding to simple instructions in relation to giving direction, ordering food and drink, and wearing students’ favorite clothes. To help the students in understanding the learning materials, the researcher supported the teaching-learning process by using appropriate and interesting media. The media here functioned as the teaching aids to help the students got more understanding on the learning materials given.

### **(1) Flashcards**

Media such as flashcards could help the students in understanding and comprehending the lesson. It also could attract and maintain their attention to get involved in the teaching-learning process. Flashcards are a set of cards bearing information, as words, numbers, or pictures, used in classroom drills. Flashcards could bear vocabularies, language focuses, formulas, or any subject matter that could be learned.

In this cycle, flashcards were used for explaining the materials in each meeting, including rooms at the school, kinds of food and drink, and kinds of clothes. Besides, the flashcards also support the implementation of *Direction Game*, *Let's Go to the Canteen Game*, and *Whisper Race Game*. Based on the observation and interviews, it could be concluded that by using flashcards the students were more motivated in doing activities and they did not get bored easily.

### **(2) Using a puppet**

Learning that the use of puppet in Cycle 1 got good appreciation from the students, the researcher used the puppet more frequently as the dialog partner in delivering the materials. The puppet also used to invite the students into the simple conversation. It encouraged the students to eagerly speak English. The use of puppet could also attract the students' attention during the learning.

### **(3) Using a big picture (a poster)**

A big picture (poster) was used to attract the students' attention when the researcher explained the materials. In this cycle, the big picture was used in presenting the material about rooms at the school. The big size of the picture

could catch the students' attention so that they could be more motivated to focus on the researcher's explanation. Learning from the weaknesses found in Cycle 1, the researcher made this picture bigger, so that all students, even the students sat at the back, could see the picture clearly.

#### **(4) Using clothes**

Clothes were used in the *Dress Up Relay Game* and *Clothes Race Game*. The students competed to wear the instructed clothes and then informed the clothes they were wearing to the researcher.

#### **(5) Using handouts**

In Cycle 2, handouts were also given to the students in each meeting. In the handout, the researcher included colored pictures, and simple and clear material. The use of the handouts helped the researcher in delivering the material. Handouts also helped and illustrated what had been taught to students because the handouts contained pictures or maps which were helpful as they enabled students to understand the materials more.

#### **4) Using songs to warm-up and motivate the students in learning English**

The researcher used songs to help her present the topic. The selection of the songs was based on the theme of the teaching-learning. It was aimed to help the students understand the learning materials. Since the students' attention span was short, the songs would be a kind of alternative activities to decrease the students' boredom. The first song was "*Where Are You Going?*". It was sung to warm the students up and introduce them to some rooms at the school. The

researcher sang the song first and then she asked the students to sing the song with her. This song is intended to give enjoyable practice in pronouncing the words of rooms found at school for students.

In Meeting 2, the researcher used “*I Like Pizza*” song. While she sang the song, she gave a model to the students and they followed the researcher’s actions. The students were interested in singing the song and could act out the actions. Another song used in Meeting 2 was “*What do you like?*” song. This song was intended to get enjoyable practice in pronouncing the words of food and drink for students. By using the song, the students could memorize the words in a fun way.

The “*My Clothes*” song was the third song. This lyric of the song was adapted from the song “*This Is the Way*”. The students stated that they ever heard the music of the song; so it made the song easier to be learned.

The researcher used songs in each meeting because they made the students involved actively in the class and feel happy to learn the material. They liked to sing an action song. They thought that singing with action was funny. Besides, the students found it easy to memorize the song when it was done with action. It could be seen in the interview transcript below.

R : *Gimana tadi seneng ga sama pelajarannya?* (Do you like the lesson?)

S : *Senang* (Yes, I do. I like it.)

R : *Suka sama lagu yang kita nyanyiin tadi?* (How about the song? Do you like it?)

S : *Seneng banget, Miss.* (I like it very much, Miss.)

R : *Kenapa emang nyanyinya?* (Why?)

S : *Nyanyi sambil ada gerakan-gerakannya, kaya di “I like pizza” sama “Hokey Pokey”. Jadi malah gampang inget kata-kata yang di lagunya.* (It is funny, Miss, when singing the song accompanying with actions. It makes us easy to remember the words in the songs.)

(Appendix 2, Interview Transcript 3)

The English teacher also thought that the students wanted to sing together while the researcher used actions in singing. It made them enjoy the activity and like to sing the song. It could be seen in the interview transcript below.

- R : *Bagaimana pendapat Bu Tisa pas saya ngajarin anak-anak “I Like Pizza”?* (What do you think when I gave the students “I Like Pizza”?)  
 T : *Saya bisa lihat semua siswa suka karena mbak ngajari nyanyinya pake gerakan juga.* (I think the students like it because you sing the song accompanying with actions.)

(Appendix 2, Interview Transcript 2)

In this cycle, the researcher also used songs to greet the students, ask their condition, and say good bye. The students were happier, enthusiastic to respond to the researcher’s greeting and more motivated to speak English. It could be seen in the interview transcript below.

- R : *Yang membuat enak pelajarannya karena apa?* (What make you enjoy the lesson?)  
 S : *Senang karena pakai lagu “Good Morning to You”, “How Are You?” sama “Good Bye”, Miss.* (I am happy because it uses songs “Good Morning to You”, “Hi, How Are You?”, and “Good Bye”, Miss.)  
 R : *Sudah bisa nyanyinya?* (Could you sing the song?)  
 S : *Sudah dong. Besok pakai lagu lagi ya, Miss?* (Yes, I could. Next time, sing the songs again, Miss.)  
 R : *Kenapa?* (Why?)  
 S : *Bikin semangat. Terus jadi bisa ngomong inggris.* (It makes me feel enthusiastic. Besides, I could speak English eagerly without feeling shy.)

(Appendix 2, Interview Transcript 20, page 187)

Furthermore, the English teacher said that songs could make the students’ motivation increase, especially that of the female students.

- R : *Menurut ibu, bagaimana penerapan lagu di cycle ini? Sudah sesuai dengan materi yang diberikankah, Bu? Terus bagaimana juga pendapat Ibu dengan penggunaan lagu saat menyapa “Good Morning”, tanya kabar “How Are You Today?”, dan ‘Good Bye’*

*saat mau pulang?* (According to you, how is the implementation using songs in this cycle? Are the songs appropriate with the material given? And what is your opinion about the song used in greeting “Good Morning” to the students, asking students’ condition “How Are You Today?”, and leave-taking “Good Bye”?)

T : Lagu-lagunya sudah sesuai dengan materi yang diajarin kok, Mbak. Jadi lagu yang diberikan bukan hanya untuk penggembara, tapi anak-anak juga bisa belajar dari liriknya. Yang lagu-lagu di *greeting*, *checking students’ attendance*, sama *take leaving* itu juga bagus, Mbak. Apalagi siswa sudah lumayan hafal dengan lagunya (I think the songs are appropriate with the material you given. So, the songs are not only to cheer the students up, but also the students could learn from memorize the lyric. Songs used in greeting, checking students’ attendance, and take leaving are also good. Moreover the students have memorized the songs well.)

R : *Kemudian hubungannya dengan motivasi siswa apakah penggunaan lagu tersebut bisa meningkatkan motivasi siswa?* (In relation to the students’ motivation, could the song increase their motivation?)

T : *Tentu saja bisa meningkatkan motivasi siswa karena siswa perempuan yang biasanya diam, kalau memakai lagu jadi bersemangat dan mau bicara keras.* (Of course, Miss. It could motivate the students because the female students, who are usually silent, are enthusiastic and eager to speak loudly when using songs.)

(Appendix 2, Interview Transcript 30,)

##### **5) Giving appreciation towards the students’ work to improve their motivation in learning**

The students’ motivation was one of the aspects which could support the success of the teaching-learning process. When they were motivated to learn, it would be easier for the teacher to deliver the learning materials. In this cycle, the researcher had applied a technique to improve the students’ motivation. It was by giving appreciation towards their work. It was expected that by giving appreciation, the students would participate more in the learning activities.



In this cycle, the researcher praised the students verbally when they did the instructions appropriately and when they could say a certain expression in English, for example by saying “Very good” or ‘excellent’ or “You are right”. She also used gestures to emphasize her appreciation by giving a thumb. The non-verbal appreciation was done by giving reward after they finished a certain task, or they did the best among others. This reward must not an expensive thing. The researcher gave a reward to winners who performed best in playing the games. They looked happy when they got food from the researcher, and decided to share the food with the whole class.

### **3. Reflection of Cycle 2**

The researcher and the English teacher discussed the classroom observations, interview transcripts, and the result of the listening tests to make a reflection on the implementation of the actions in Cycle 2. Here is the description of the reflection in Cycle 2:

- a) The use of total physical responses games was successful to improve the students’ listening skills. An interactive game became an appropriate and effective teaching technique. It could help the students to respond to the teacher’s instructions and explanations orally or physically. The use of interactive games were aimed to motivate and encourage the learners in learning English and kept them from being bored. The students were also more communicative with the teacher or the other students.

The implementation of total physical responses games was also successful to improve the students' involvement. The students participated actively during the teaching-learning process. The games made the students more motivated to learn and do the activities because they had fun and were excited. When enjoying the game, the students could learn English effectively and make the students speak English eagerly. This result is relevant to Brewster and Ellis' theory (2002: 172) that constructive play and games are not only motivating and fun, but also provide excellent practice for improving pronunciation, vocabulary, grammar, and the four major language skills.

Related to the use of interactive games, the English teacher supported that the students' listening skills was improved after the implementation of the games. The games also made the students involved actively during the teaching-learning process. It could be seen in the interview transcript below.

R: *Gimana pilihan games yang di Cycle 2 ini, Bu? Sudah efektifkah buat meningkatkan listening siswa?*

ET: *Lumayan dah bagus Miss.*

(Appendix 2, Interview Transcript 30, page 192)

- b) The use of classroom English to support the success of interactive games was effective. The use of gestures and non-verbal languages to improve the students' comprehension on classroom English in the teaching-learning process were effective. The students made progress in understanding the teacher's instructions in English. Although some of them still found difficulties in understanding the teacher's explanation in English, they got more accustomed to listening and practicing some simple expressions. This then directed the students' mind that English was not a difficult subject.

- c) The use of interesting media was successful to support the success of teaching listening skills by using interactive games. In this case, pictures, puppet, and flashcards as the media were successful to maintain the students' attention. The use of media, as the comment of the English teacher, was also appropriate with the learning materials. The size of the media was big enough for the students than the size in Cycle 1 so that all the students could see the media used clearly. The teacher also agreed that the media were more colorful and interesting. It could be seen in the interview transcript below.

R: *Kalo media yang digunakan di Cycle 2 ini gimana, Bu? Sudah efektif jugakah penggunaannya?* (What about the media used in Cycle 2, Miss? Are they also effectively used?)

ET: *Medianya lebih bagus dari Cycle 1 kemarin, Mbak. Yang sekarang lebih variatif dan colorful. Jadi lebih menarik. Ukurannya juga udah pas, jadi siswa yang duduk di belakang juga bisa lihat dengan jelas.* (The media you use are better than in Cycle 1, Miss. They are more varied and colorful. The size is also bigger than in Cycle 1, so that all students, even those who sit at the back, could see the media clearly).

(Appendix 2, Interview Transcript 30, page 192)

- d) The use of songs was also successful to support the success of teaching listening skills by using interactive games and to ease the students in understanding the learning materials. The researcher used some songs in this cycle which were relevant to the learning materials. The use of songs had given different activities in the learning activity. Every time the researcher introduced a new song, the students gave good response and showed their enthusiasm to sing the song. They also stated that the songs helped them in memorizing the learning materials. From the observation and interview results, the song had given the students a different way of learning the materials and most of them enjoyed the songs very much.

- e) To improve the students' motivation in learning English, the researcher gave appreciation towards the students' work, either in carrying out the tasks or in every positive thing they did. There were two kinds of appreciation the researcher applied, verbal and non-verbal appreciation. The use of verbal appreciation had encouraged the students to do the task better. It was proved every time the researcher praised the students who did the actions appropriately, they smiled and looked happy. In the next activity, they showed their involvement and participation more than before. Giving the non-verbal appreciation also motivated the students to play the games more actively in the next meetings. Since the researcher announced that Indra's group was the winner in playing the Direction Game and Badriyah's group became the second winner (See Appendix 1, Field Note 6, page 163), both of them were motivated to do better in every activity given by the researcher. It was proven that in the next meeting when Badriyah's group was the winner in the Whisper Race Game. This appreciation also influenced other students to do better in the next activities. In the Clothes Race Game, the winner was Ike's group. The researcher gave them food to appreciate their effort. They were happy and said thanks. They also expected to play another game and win it. (See Appendix 1, Field Note 8, page 171).

#### **4. Findings of Cycle 2**

Based on the reflections above, the researcher and the English teacher agreed that the interactive language games and its accompanying actions in Cycle

2 were successful to improve the fifth grade students' listening skills. Here are the descriptions of those actions:

- a) The interactive games were successful since the students could give good responses to the teacher's questions and instructions orally or physically. They were involved in class activities and motivated in learning English. Since the students were energetic and loved to play, interactive games were appropriate to motivate them to learn English. The games could improve the students' listening skills because the students were demanded to interact and communicate with the teacher and among other students. The success of improving listening skills could be seen when the students could respond to the researcher's questions or instructions orally or physically. This is supported by Brewster and Ellis (2003: 98-101) who state that the purpose of teaching listening skills is to stimulate or allow the students to do actions physically if they seem bored. Games can be used to create movement, concentration, and interaction in classroom. Besides, games also prevent the students from being bored.
- b) The singing songs activity was an effective technique to help the students improve their listening skills and actively speak in English. Although some students were still not confident to sing the songs, they tended to be more active to imitate the teacher's actions. A song could raise good feeling through the rhythm of songs. This activity could make the students more relaxed and comfortable in learning English. The songs used in Cycle 2 were '*Where Are*

*You Going?’, ‘I Like Pizza’, ‘What Do You Like?’, ‘My Clothes’, ‘Good Morning’, ‘How Are You?’, and “Good Bye’ song.*

- c) The use of media was successful to support the teaching of listening skills. Colored, clear, and interesting media were used to maintain the students’ attention and warm up them to the new topics. The students were attracted to the media used by the researcher. The media were simply used in games to widen students’ understanding of words or just simply to make the lesson more attractive.
- d) The use of classroom English for greeting, leave-taking, and giving instructions or explanations was successful. In Cycle 1, it seemed that it was difficult for the students to understand the researcher’s explanations and instructions in English. In Cycle 2, the gestures and repetition were used to improve their comprehension on the explanations and instructions. Although they did not totally understand the researcher’s explanations, they made progress in responding to the researcher’s instructions orally or physically. The students got more accustomed to listening and using some expressions such as asking permission, greeting, and leave-taking.
- e) Giving appreciation towards the students’ work was successful to improve and maintain the students’ motivation in learning. This appreciation was in the form of verbal and non-verbal. The verbal appreciation was applied by giving compliment and positive comments when the students did the ordered action appropriately or when the student did the best among others. The non-verbal

appreciation was applied by giving such a thing that could benefit the students and the thing should not be an expensive one.

## 5. General Findings

Based on the reflection of Cycle 1, there were some techniques that were successful and unsuccessful. The successful techniques were interactive games, songs, and interesting media. The unsuccessful ones was using classroom English to give explanation. Those techniques, i.e., using interactive games, classroom English, interesting media, and songs, were sustained with improvement in Cycle 2. Besides, giving appreciation towards the students' work was also used to support the actions. Based on the reflection of Cycle 2, the implementation of the interactive language games and its accompanying actions were successful to improve the fifth grade students' listening skills.

The following is the summary of the changes happened before and after the implementation of the interactive language games and its accompanying actions to improve the fifth grade students' listening skills.

**Table 5: The changes (before and after the implementation)**

Before actions were conducted	After the actions conducted	
	Cycle 1	Cycle 2
The teacher used the <i>LKS</i> and textbook page by page monotonously.	Total physical responses games (Clock race game, Simon says game, and Do as I say, not do as I do game), singing action songs, interesting media, and classroom English were used by the researcher in the teaching-learning process. So	More varied interactive games (Direction game, Whisper Race game, and Clothes Race game) supported by singing action songs, using interesting media which were relevant to the materials given, and implementing classroom

	the activities in the teaching-learning process can be varied.	English maximally were used by the researcher so that the activities in the teaching-learning process can be varied and enjoyable.
The teaching aids and media were not maximally used.	The media used were flashcards, big picture, mini-clocks, and handouts. The big picture needed to be made bigger because the students, especially those who sat at the back, could not see it clearly when the researcher explained the material by using it.	The interesting media used were more colored flashcards, a bigger picture (the researcher made the picture bigger than the picture used in Cycle 1 so that all students could see it clearly), clothes, and colored handouts. By maximizing the varied media, all students could get involved during the learning activities. The media also could maintain the students' attention during the learning process.
The teaching and learning process did not provided listening practices. If focused on reading and writing practices.	The teaching and learning process had provided listening practices for the students. They got listening activities through TPR games based activities	The teaching and learning process sustained the listening activities for the students. They practised listening to the language through actions
The students were bored and passive during the teaching-learning process.	Most of the students were enthusiastic and actively engaged in doing the varied activities, such as games, singing songs, and drilling in the learning process. The researcher also praised the students verbally if they did good work. It was successful to encourage the students to be active and enthusiastic	There were more varied interactive games. The implementation of varied interactive games could make the students be more communicative, active, and happy in involving themselves in the learning activities. The use of giving appreciation, verbally or non-



	during the learning process.	verbally, was also successful to motivate the students to do better and participate more actively in the next learning activities.
The students lost their attention easily.	Interesting media and action songs during the teaching-learning process were successful to maintain the female students' attention. However, the male students, especially those who sat at the back, still did not listen and were busy playing with their friends if they could not see the media clearly.	The more varied, colored, bigger, and interesting media and action songs were successful to make all students not bored, maintain the students' attention, motivate the students to speak English eagerly, and get the students to actively involved in the learning activities.
The teaching and learning process did not give the models about using the language	The teaching and learning process had provided models about using the language.	Providing models of language functions was sustained as it made the students easier to learn.
The teacher seldom gave listening activities during the English teaching-learning process.	The teacher knew that TPR games (clock race, Simon says, Do as I say, not do as I do) and action songs (hokey pokey, if you're happy) could be used as listening activities during the English teaching-learning process.	The teacher knew that other TPR games (direction, whisper race, clothes race) and action songs (I like pizza) could be used as listening activities during the English teaching-learning process.
The students were unfamiliar with the use of English as a medium of instructions.	The use of classroom English was successful enough to familiarize the students with English. It also had directed the students' mind that English was not a difficult subject. However, to help the students understood when the researcher gave explanation in English, she sometimes still	The classroom English were more frequently used in giving instruction and explanation to familiarize the students with English, so that there was bigger opportunity for the teacher to communicate with the students which could lead to the two ways of

	<p>accompanied the explanation with the use of translations into <i>Bahasa Indonesia</i>. It made the students were more relied on the teacher's translations than tried to familiarize the English words and sentences used by the researcher.</p>	<p>communication between the teacher and the students. Body languages, gestures, and repetitions were used in helping the students to understand the researcher's explanation, as a replacement for translations into <i>Bahasa Indonesia</i>. The use of classroom English were successful to familiarize the students with the use of English as a medium of instructions. The students understood and could respond the English expressions orally (using simple sentences) and physically (did the instructions).</p>
<p>The students did not listen and respond to the teacher's questions and instructions well.</p>	<p>Having learned English by using interactive language games, the students could listen and respond to the researcher's instructions. They were also more motivated to learn English and can actively engage in the teaching-learning process. So, the use of interactive games was effective to improve the students' listening skills. However, there was still little chances for the students to speak because the students were tend to do the actions given by the researcher. Therefore, games needed to be modified by considering the appropriate activities</p>	<p>The games modified by considering the appropriate activities which could encourage the students to be more actively involved in the teaching-learning process and were expected to make the students actively speak English, so they could improve their speaking skills, besides the listening skills. By implementing Direction, Whisper Race, and Clothes Race game, the students listened, understood, and could respond the researcher's questions and instructions orally (using simple sentences) and physically (did the</p>

	which were expected to make the students eagerly speak English.	instructions).
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### C. Pre-test and Post-test of the Students' Listening Skills

OTO support the results of the observation and interview, a pre-test was done to gain the students score of the pre-test was compared with the mean score of the post-test. This aimed to find out if there was to support the data of the research. The score can be seen in Appendix. The different average result between the pre-test and the post-test can be seen in the following table:

**Table 6. The mean score of listening pre-test and post-test**

Data	Pre-test
Pre-test	62,11
Post-test	91,2

The table shows that the post-test score is higher than the pre-test score. It means that the improvement on teaching and learning process of listening could improve the students listening skill. The improvement of the mean score was 29,09%.

As the final reflection, the results of the research were discussed. The action implemented were successful to improve the teaching and learning of listening. In other words, the objective of the research was achieved. Therefore, shown a good improvement on the teaching and learning process of listening the cycle was stopped.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

#### A. Conclusions

The main problem of the fifth grade students in SDN Tulis 03 was concerning with the lack of the students' listening skills during the English teaching-learning process. The aim of this study i.e., improving the students' listening skills through interactive language games and the accompanying actions, was successful to be achieved. The actions, i.e. implementing interactive language games, classroom English, interesting media, songs, and giving appreciation towards the students' work, were effective in improving the students' listening ability, motivation, self-confidence, vocabulary, and affective skill.

There were six games applied in this study. Games applied in Cycle 1 were *Clock Race*, *Simon Says*, and *Do as I Say, not Do as I Do Game*. Meanwhile, *Direction*, *Whisper Race*, and *Clothes Race Game* were the games applied in Cycle 2. The data were collected from the observations, interviews, listening tests, and documentations. The implementation of interactive language games and the accompanying actions could be seen as follows:

**Table 8: The descriptions of the actions to improve the students' listening skills**

No	Actions	Aims	Result
1.	Implementing interactive language games	<ul style="list-style-type: none"><li>▪ to improve the students' listening skills</li><li>▪ to encourage the students to speak in English confidently</li><li>▪ to involve the students in the learning</li></ul>	<ul style="list-style-type: none"><li>▪ The students' could respond to the teacher's instructions and question well orally (using simple sentences) and physically (did the instructions).</li><li>▪ The students had chance to practice their English because the activities required them to</li></ul>

		<p>activities</p> <ul style="list-style-type: none"> <li>▪ to improve the students' interaction in the classroom and to promote students' cooperation, responsibility and autonomy</li> </ul>	<p>communicate in English.</p> <ul style="list-style-type: none"> <li>▪ The students were happy to involve in the learning activities because they rarely had these activities before.</li> <li>▪ By working in whole class or groups in the games, the students learned to be cooperative, responsible, and autonomous.</li> </ul>
2.	Using classroom English effectively	<ul style="list-style-type: none"> <li>▪ to familiarize the students with some instructions and expressions in English so that their listening skills could improve</li> <li>▪ to build the students' confidence to speak in English so that they could involve in the classroom discussion</li> <li>▪ to change the students' mindset into positive one, that English was not a difficult lesson</li> </ul>	<ul style="list-style-type: none"> <li>▪ The students could respond to the researcher's instructions and reply the researcher's greeting and parting.</li> <li>▪ The students could apply the language functions they had studied in their daily communication such as borrowing things from others, asking for permission or responding to classroom instructions.</li> <li>▪ Most of the instructions could be understood and done by the students because the researcher always used gestures when giving the instructions.</li> <li>▪ By using classroom English as intensive as possible, the researcher found that the students were more familiar with English, so that they did not think that English was a difficult lesson, and they were more confident to speak in English.</li> </ul>
3.	Using interesting media	<ul style="list-style-type: none"> <li>▪ to improve the students' listening skills</li> <li>▪ to attract the students' attention towards the lesson</li> <li>▪ to maintain their motivation in learning</li> <li>▪ to help the students in understanding the learning materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ The media made the students remembered the meaning of the new vocabularies or instructions. As the result, they could respond to the researcher's instructions.</li> <li>▪ The students paid more attention to the lesson because the researcher always used interesting media.</li> <li>▪ The media improved the students' motivation to participate in the learning</li> </ul>

			<p>activities.</p> <ul style="list-style-type: none"> <li>▪ The students' understanding towards the learning materials was getting better.</li> </ul>
2	Applying songs	<ul style="list-style-type: none"> <li>▪ to help the students in memorizing the English instruction words so that it could improve the students' listening skills</li> <li>▪ to decrease the students' boredom and build their motivation in following the learning activities, so they would involve and participate actively in the learning activities</li> <li>▪ to help the students in understanding the learning materials easily</li> </ul>	<ul style="list-style-type: none"> <li>▪ The songs could help the students in memorizing the new English instruction words. It helped the students in responding to the researcher's instructions.</li> <li>▪ The students' boredom decreased, and they participated actively during the learning activities.</li> <li>▪ Most of the students could participate in singing the songs, and they got better understanding since the songs were appropriate with the learning materials.</li> <li>▪ The students' motivation to follow the lesson improved, since the songs gave the students a different way of learning the materials and most of them enjoyed the songs very much.</li> </ul>
6	Giving appreciation towards the students' work	<ul style="list-style-type: none"> <li>▪ to maintain the students' motivation in learning, so they would involve actively in the learning process</li> <li>▪ to encourage the students to be better in doing everything because by appreciating their work, they would try to do better in the next activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ The students were happy when their work was appreciated by the researcher.</li> <li>▪ They showed better work in the next activities because they knew that their effort would be appreciated.</li> <li>▪ The passive students became more active since they knew that the best students would get reward.</li> <li>▪ Both verbal and non-verbal appreciations encouraged the students to be active participants and they were willing to involve themselves in the learning activities.</li> </ul>

Overall, the use of interactive language games and the accompanying actions could improve the students' listening skills of the fifth grade in SDN Tulis

03. Through those activities, the students could respond to the teacher's questions and instructions well. They were also more active to involve themselves in the learning activities. In addition, the students became more familiar with English, and more confident to speak in English. The level of the students' motivation also increased, meanwhile their boredom decreased. They were more enthusiastic in following the English lesson. As the result, their listening skills improved.

### **B. Implications**

The following are implications on the use of interactive language games and the accompanying actions.

1. The implementation of interactive language games was successful to improve the students' listening skills. The games also motivated the students to be active learners. By playing the games in whole class or groups, there was interaction between students and teacher and among the students. It made them more eager and confident to communicate in English. It implies that the interactive language games could be used by the English teacher to improve the students' listening skills and students' involvement because of some benefits:
  - a. They could give the chance for the students to listen and respond to the teacher's questions and instructions.
  - b. They could improve the students' self-confidence, cooperation, responsibility, and autonomy in carrying out the games.
  - c. They could provoke the students to be active participants.
  - d. They could encourage the students to speak in English confidently.

- e. They could help the students in understanding the learning materials.
  - f. They could decrease the students' boredom and maintain their motivation in the learning process.
2. The use of classroom English was effectively made the students to be more familiar with English. It changed the students' mindset that English was not as difficult as they thought. Therefore, they were more confident to speak in English and could apply the language functions they studied into their daily communication. It implies that classroom English should be applied by the English teacher to familiarize the students with English. The English teacher may also accompany it by using gestures, repetitions, and mimics to make the students understand.
  3. The use of interesting media made the students remembered the meaning of the new vocabularies or instructions. As the result, they could respond to the researcher's instructions. Besides, the use of interesting media was also effective to attract the students' attention and helped them in understanding the learning materials easier. Therefore interesting media should be used by the English teacher in every teaching-learning process she held, because they can help the students to understand the learning materials easily. They can also maintain the students' motivation and attention in following the lesson, so that the students' involvement can be improved.
  4. The use of songs could help the students in memorizing the new English instruction words. It helped the students in responding to the researcher's instructions. The song also helped to decrease the students' boredom and



build their motivation in following the learning activities, so that they involve and participate actively in the learning activities. Besides, songs also helped the students in understanding the learning materials easily. By using songs that were appropriate with the learning materials, the students could get better understanding. It implies that the English teacher should use songs, since the materials supported by appropriate songs could motivate the students to follow the lesson and help them in understanding the materials easily.

5. Giving appreciation towards the students' work maintained their motivation in following the lesson. The students showed better work and tried to be the best because they knew that their teacher would appreciate every effort they made. It implies that giving appreciation is necessary to motivate the students in learning. The appreciation could be in the form of verbal or non-verbal.

### **C. Suggestions**

1. To the English teacher
  - a. Due to the limited time, the researcher only implemented some interactive language games. Thus, the English teacher should try to find other interactive games, which could improve the students' listening skills and encourage the students to involve and participate actively in the teaching-learning process.
  - b. The researcher used classroom English but still within limited contexts. She used it in opening and closing the lesson, delivering the learning materials, and in giving classroom instruction. Therefore she hopes that

the English teacher will continue and increase the use of classroom English in the teaching-learning process.

- c. The learning materials used by the researcher were only limited on several functions. Therefore, she expects that the English teacher could design other learning materials which will attract the students' attention and benefit them for their daily communications. As the scope of English materials for primary schools limited in the classroom context, school context, and students' environment, the English teacher should design the appropriate learning materials in accordance with those contexts.
  - d. The songs for the teaching were also still limited based on the materials given. It is expected that the English teacher should combine the use of interesting and familiar materials with songs appropriate with the materials since they could motivate the students and help them to understand the learning materials given.
  - e. The media used still limited on several aids. Therefore, it is expected that the English teacher could employ other media such as boards, colored cards, realia, and others which will attract the students' attention and maintain their motivation in learning.
2. To the other researchers
- a. The researcher only implemented one solution to solve the problem of the students' listening skills. It is expected that the other researchers could find other solutions and efforts to improve the students' listening skills. It

is also necessary to conduct the research more than two cycles to get more valid data.

- b. Since the researcher conducted the research in the primary school, the other researchers may conduct this research in other levels, such as junior or senior high schools which have different characteristics than primary school students. Therefore, the research findings will be more general and reliable.

### 3. To English Education Department

The result of the study is expected to be a kind of references for the lecturers of English Education Department when preparing their students to be English teachers. They are expected to give appropriate and enough knowledge to their students related to teaching English in the primary schools. So, the students could be creative and innovative English teachers who could build effective teaching-learning process.

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**The Course Grid of the Implementation of Total Physical Response Games  
(Cycle 1)**

Theme	Games	Standard Competence	Basic Competence	Indicators	Language Focus	Media	Cycle	Learning Activities	Time	Total Physical Respons Games
Telling time	Clock race game	Comprehend very simple instructions related to school contexts by actions.	1.1. Respond to the instructions for class and school contexts by doing actions.	<ul style="list-style-type: none"> <li>▪ Students are able to set the clock hands based on the instructions given by the teacher.</li> <li>▪ Students are able to identify numbers and tell the time when they are spoken.</li> <li>▪ Students are able to apply the question and answer of time.</li> </ul>	<b>♥ Language functions:</b> <ul style="list-style-type: none"> <li>➤ <b>Instruction</b> <ul style="list-style-type: none"> <li>▪ Set clock hands at ...!</li> </ul> </li> <li>➤ <b>Asking and giving information about telling time</b> <ul style="list-style-type: none"> <li>▪ Asking time: What time is it?, What is the time?, Do you know the time?, Could you tell me the time, please?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Flashcard</li> <li>✓ Mini clocks</li> </ul>	I	a. <b>Opening activities</b> <ul style="list-style-type: none"> <li>♥ The teacher greets the students then they do prayer together.</li> <li>♥ The teacher asks the students' condition.</li> <li>♥ The teacher calls the roll.</li> <li>♥ The students listen when the teacher sings "Ten Little Indian" song. After that, the students sing the song together with the teacher.</li> </ul> b. <b>Main activities</b> <ul style="list-style-type: none"> <li>➤ <b>Presentation</b> <ul style="list-style-type: none"> <li>♥ The teacher invites the students to play "buzz number" game. This game are intended as a</li> </ul> </li> </ul>	2x35 minutes	<ul style="list-style-type: none"> <li>• <b>High interactivity:</b> All the children involved in the game activity. There is also good communication between teacher and students.</li> <li>• <b>Simple to understand</b> (interactive learning activities should be easily understood): The rule of the game is clear and easy to explain. The game also easy to play.</li> <li>• <b>Relevant/focus on the objectives</b> (the activity should be viewed by the student as being relevant to the topic being studied. The focus of interactive activities must be on the lesson objectives and not on</li> </ul>

					<ul style="list-style-type: none"> <li>• Answering: It is ... (ten o'clock, a quarter past ten, etc)</li> <li>➤ <b>Vocabularies:</b> number from 1 (one) to 60 (sixty).</li> </ul>			<p>way to teach numbers from 1 (one) until 60 (sixty) to the students. The teacher explains the rules of the game that in this game, the students are asked to stand beside their chair. Then they do counting from 1 to 60, and when the number reaches 6 and any multiple of 6 (6, 12, 18, etc), they must say the number and then sit back at their own chair.</p> <ul style="list-style-type: none"> <li>♥ The teacher gives explanation on how to ask and give information about time.</li> <li>♥ The teacher explains about telling time using a mini-clock.</li> <li>♥ The teacher asks the students to sing "what time is</li> </ul>		<p>understanding their representation): the focus of this game is clear. Simon says is about responding instructions.</p> <ul style="list-style-type: none"> <li>▪ <b>Short time frame</b> (It is important in interactive learning to keep an activity short so that it can be integrated into an overall classroom lesson and be easily understood): this game does not take so much time and integrated to the theme of the lesson.</li> <li>▪ <b>Creative and motivational</b> (Creativity is a desirable quality of an active learning activity because it keeps students interested and engaged. If a student is not motivated to participate in an activity, the level of student involvement will typically be very</li> </ul>
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								<p>it?” song. This song is intended to get enjoyable practice in pronouncing the words for students. The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.</p> <p>➤ <b>Practice</b></p> <ul style="list-style-type: none"> <li>♥ The teacher asks a student from each row to come forward and gives a mini-clock for each of them.</li> <li>♥ The other students use the asking time expression (for example what time is it?) and then the teacher will call out a certain time (for example it is a quarter past five). The four students are asked to listen</li> </ul>		<p>low): this game is fun, different, and relevant to the objectives of the lesson.</p> <ul style="list-style-type: none"> <li>• <b>Collaborative</b> (Collaboration has been shown to be an effective means of student learning): this game can be effective as individual or group activities, adding elements of collaboration, where appropriate, can enhance their effectiveness.</li> </ul>
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								<p>to the time mentioned by the teacher, then they move the long and short hands of the clock to show the time.</p> <p>♥ The four students invite their four friends and do the same action like before. This is done until all the students get their turn.</p> <p>➤ <b>Production</b></p> <p>♥ The teacher asks the students to play Clock Race Games. The students are divided into four groups and the teacher gives one mini-clock for each group. They stand in line beside their tables. The teacher explains the rules of the game that the teacher will</p>		
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								<p>call out a time, for example “Set the clock hands at seven o’clock”. After that, the front children of each team run to take the clock and arrange it to show the time. The first team to represent the time correctly will get a point and the team that can show the more correct time will be the winner.</p> <p>♥ The teacher checks the students’ understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answer provided.</p> <p>c. <b>Closing activities</b></p> <p>♥ The teacher asks</p> <p>♥</p>		
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								<p>the students about what they learn today and summarizes the material together.</p> <ul style="list-style-type: none"> <li>♥ The teacher gives further guidance by passing some questions related to the material to the students.</li> <li>♥ The teacher and the students make a reflection of the lesson.</li> <li>♥ The teacher closes the class by greeting them and saying good bye.</li> </ul>		
Things in the classroom	Simon says game	Comprehend very simple instructions related to school contexts by actions.	1.1. Respond to the instructions for class and school contexts by doing actions.	<ul style="list-style-type: none"> <li>▪ Students are able to identify things in the classroom.</li> <li>▪ Students are able to do the instructions given by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>♥ <b>Language functions:</b> <ul style="list-style-type: none"> <li>▪ <b>Instruction</b> <ul style="list-style-type: none"> <li>✓ Stand up, please!</li> <li>✓ Sit down, please!</li> <li>✓ Point to the calendar!</li> <li>✓ Touch the book!</li> <li>✓ Raise your book!</li> <li>✓ Put your book</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Flashcards</li> <li>✓ Real objects in the classroom</li> </ul>	I	<p><b>a. Opening activities</b></p> <ul style="list-style-type: none"> <li>♥ The teacher greets the children then they do a prayer together.</li> <li>♥ The teacher asks the students' condition.</li> <li>♥ The teacher checks the attendance list.</li> <li>♥ The students listen when the teacher</li> </ul>	2x35 minutes	<ul style="list-style-type: none"> <li>• <b>High interactivity:</b> All the children involved in the game activity. There is also good communication between teacher and students.</li> <li>• <b>Simple to understand</b> (interactive learning activities should be easily understood): The rule of the game is clear and easy to</li> </ul>

					<p>down!</p> <ul style="list-style-type: none"> <li>✓ Put your book on the table!</li> <li>✓ Clean the whiteboard!</li> <li>Close the door!</li> <li>✓ Open the window!</li> <li>✓ Take the paper and give it to me!</li> <li>✓ Be quite, please!</li> <li>▪ <b>Asking and giving information about things in the classroom</b> <ul style="list-style-type: none"> <li>• Asking: What is it called in English?</li> <li>• Answering: It is a/an ... (book, pencil, etc)</li> </ul> </li> <li>♥ <b>Vocabularies:</b> Things in the classroom (fan, book, pencil, chair, door, window, lamp,</li> </ul>			<p>sings “Hokey Pokey” song. After that, the students sing the song together with the teacher.</p> <p><b>b. Main activities</b></p> <ul style="list-style-type: none"> <li>♥ <b>Teaching-Learning</b> The teacher distributes some pictures of things in the classroom to the students</li> <li>♥ The teacher asks a question: “What is this?” by showing flashcards and the students answer it by saying “It is a/an ...”. The student who gets the picture stands and sticks the picture at the whiteboard.</li> <li>♥ The teacher asks the students to sing “this is window” song. This song is intended to get enjoyable practice</li> </ul>		<p>explain. The game also easy to play.</p> <ul style="list-style-type: none"> <li>• <b>Relevant/focus on the objectives</b> (the activity should be viewed by the student as being relevant to the topic being studied. The focus of interactive activities must be on the lesson objectives and not on understanding their representation): the focus of this game is clear. Simon says is about responding instructions.</li> <li>• <b>Short time frame</b> (It is important in interactive learning to keep an activity short so that it can be integrated into an overall classroom lesson and be easily understood): this game does not take so much time and integrated to the theme of the lesson.</li> <li>• <b>Creative and motivational</b></li> </ul>
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					whiteboard, clock, calendar, eraser, board markers, dustbin, flag, pencil, sharpener, pencil case, bag, flower vase, ruler, map, chalks)			<p>in pronouncing the words for the students. The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.</p> <ul style="list-style-type: none"> <li>♥ The teacher explains about some class instructions related to things in the classroom.</li> <li>♥ The teacher pronounces the instructions and acts out the actions. The students follow the teacher's actions.</li> </ul> <p>➤ <b>Practice/Rehearse</b></p> <ul style="list-style-type: none"> <li>♥ The teacher asks the students to stand up then the teacher will be the instructor of the class to give some instructions. The students listen to</li> </ul>		<p>(Creativity is a desirable quality of an active learning activity because it keeps students interested and engaged. If a student is not motivated to participate in an activity, the level of student involvement will typically be very low); this game is fun, different, and relevant to the objectives of the lesson.</p> <ul style="list-style-type: none"> <li>• <b>Collaborative</b> (Collaboration has been shown to be an effective means of student learning): this game can be effective as individual or group activities, adding elements of collaboration, where appropriate, can enhance their effectiveness.</li> </ul>
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								<p>the teacher's instructions and act out the actions given.</p> <p>♥ The teacher asks a student from each row to come forward. The students are asked to listen to four instructions given by the teacher and act them out.</p> <p>♥ The four students invite their four friends and do the same action like before. This is done until all the students get their turn.</p> <p>➤ <b>Production</b></p> <p>♥ The teacher asks the students to play Simon Says Games. The teacher explains the rules of the game that the teacher will call out a command, such as Simon says: touch the</p>		
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								<p>calendar, and the students must do what the teacher say. However, when the teacher call out a command, such as touch your book with your right hand (leaving out Simon says), the students must not do the actions. The student who makes mistake will out of the game. The students who can do the instructions correctly till end become the winner of the game.</p> <p>♥ The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the</p>		
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								<p>teacher, then choose by ticking the answers provided.</p> <p><b>c. Closing activities</b></p> <ul style="list-style-type: none"> <li>♥ The teacher asks the students about what they learn today and summarizes the material together.</li> <li>♥ The teacher gives further guidance by passing some questions related to the material to the students.</li> <li>♥ The teacher closes the class by greeting them and saying good bye.</li> </ul>		
Parts of Our Body	Do as I Say, Not Do as I Do game	Comprehend very simple instructions related to school contexts by actions.	1.1. Respond to the instructions for class and school contexts by doing actions.	<ul style="list-style-type: none"> <li>♥ Students are able to identify parts of the body.</li> <li>♥ Students are able to do the instructions given by the teacher.</li> </ul>	<p>♥ <b>Language functions:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Instruction</b></li> <li>✓ Stand up, please!</li> <li>➤ Sit down, please!</li> <li>➤ Raise your hand!</li> <li>➤ Put your hand down!</li> </ul>	<ul style="list-style-type: none"> <li>♥ Flashcards</li> <li>♥ Big picture of parts of human's body</li> <li>♥ Puppet</li> </ul>	I	<p><b>a. Opening activities</b></p> <ul style="list-style-type: none"> <li>♥ The teacher greets the children then they do a prayer together.</li> <li>♥ The teacher asks the students' condition.</li> <li>♥ The teacher checks the attendance list.</li> </ul>	2x35 minutes	<ul style="list-style-type: none"> <li>• <b>High interactivity:</b> All the children involved in the game activity. There is also good communication between teacher and students.</li> <li>• <b>Simple to understand</b> (interactive learning activities should be easily understood):</li> </ul>

					<ul style="list-style-type: none"><li>➤ Raise two hands!</li><li>➤ Raise your left hand!</li><li>➤ Put your left hand down!</li><li>➤ Touch your eyes!</li><li>➤ Open your eyes!</li><li>➤ Close your eyes!</li><li>➤ Stand with your left leg!</li><li>➤ Wave your right hand!</li><li>➤ Nod your head!</li><li>➤ Clap your hands!</li><li>➤ Shout hooray!</li><li>➤ Stamp your feet!</li></ul> <p>♥ <b>Asking and giving information about parts of the body</b></p> <ul style="list-style-type: none"><li>➤ <b>Asking:</b> What is it called in English?</li></ul>			<p>♥ The students listen when the teacher sings “If You’re Happy” song. After that, the students sing the song together with the teacher.</p> <p><b>b. Main activities</b></p> <ul style="list-style-type: none"><li>➤ <b>Teaching-Learning</b></li><li>♥ The teacher shows a big poster of human’s body and put it on the whiteboard, so that all students could see the picture.</li><li>♥ The teacher explains the names of parts of the body and gives the students the example of how to ask and give information about parts of the body by using puppet as a dialog partner, “What is this called in English, Hiccup? (points to the head of the</li></ul>		<p>The rule of the game is clear and easy to explain. The game also easy to play/</p> <ul style="list-style-type: none"><li>▪ <b>Relevant/focus on the objectives</b> (the activity should be viewed by the student as being relevant to the topic being studied. The focus of interactive activities must be on the lesson objectives and not on understanding their representation): the focus of this game is clear. Simon says is about responding instructions.</li></ul> <p><b>Short time frame</b> (It is important in interactive learning to keep an activity short so that it can be integrated into an overall classroom lesson and be easily understood): this game does not take so much time and integrated to the theme of the lesson.</p>
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					<p>➤ <b>Answering:</b> This is ... (Head, hair, eyes, face, nose, etc)</p> <p>♥ <b>Vocabularies</b> (parts of the body): Head, hair, eyes, face, nose, tooth, ears, shoulder, mouth, elbow, knees, eyebrows, cheek, chin, neck, forehead, hands, fingers, foot, toes)</p>			<p>picture)” asks her, the puppet replies “This is head”.</p> <p>♥ The teacher asks Hiccup to review the names of parts of the body. The students listen and repeat the Hiccup’s words.</p> <p>♥ The teacher distributes some pictures of parts of the body to the students. Then she asks one student to come forward and be a model.</p> <p>♥ The teacher calls out a part of the body, then the student who gets the picture stands and sticks the picture at the model.</p> <p>♥ The teacher asks the students to sing “head, shoulders, knees, toes” song. This song is intended to get enjoyable</p>		<ul style="list-style-type: none"> <li>• <b>Creative and motivational</b> (Creativity is a desirable quality of an active learning activity because it keeps students interested and engaged. If a student is not motivated to participate in an activity, the level of student involvement will typically be very low): this game is fun, different, and relevant to the objectives of the lesson.</li> <li>• <b>Collaborative</b> (Collaboration has been shown to be an effective means of student learning): this game can be effective as individual or group activities, adding elements of collaboration, where appropriate, can enhance their effectiveness.</li> </ul>
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								<p>practice in pronouncing the words for students. The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.</p> <ul style="list-style-type: none"> <li>♥ The teacher explains about some class instructions related to parts of the body.</li> <li>♥ The teacher pronounces the instructions and acts out the actions and the students follow the teacher's actions.</li> </ul> <p>➤ <b>Practice/Rehearse</b></p> <ul style="list-style-type: none"> <li>♥ The teacher asks the students to stand up then the teacher will be the instructor of the class to give some instructions. The</li> </ul>		
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								<p>students listen to the teacher's instructions and act out the actions given.</p> <p>♥ The teacher asks two students from each row to come forward. The students are asked to listen to four instructions given by the teacher and act them out.</p> <p>♥ The eight students invite their eight friends and do the same action like before. This is done until all the students get their turn.</p> <p>➤ <b>Production</b></p> <p>♥ The teacher asks the students to play Do as I Say, Not Do as I Do game. The teacher explains the rules of the game that the teacher will call out a command, such as</p>		
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								<p>touch your ear, but the teacher touches the nose. The students must touch their ears, not their nose. So, the students must listen to the teacher's instruction correctly and not just copy the teacher's movements. The student who makes mistake will out of the game. The student who can do the commands correctly till end became the winner of the game.</p> <p>♥ The teacher checks the students' understanding by choose by holding test related to the material. The students listen to the questions</p>		
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								<p>mentioned by the teacher, then ticking the answers provided.</p> <p>➤ <b>Closing activities</b></p> <ul style="list-style-type: none"> <li>♥ The teacher asks the students about what they learn today and summarizes the material together.</li> <li>♥ The teacher gives further guidance by passing some questions related to the material to the students.</li> <li>♥ The teacher and the students make a reflection of the lesson.</li> <li>♥ The teacher closes the class by greeting them and saying good bye.</li> </ul>		
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**The Course Grid of the Implementation of Interactive Language Games  
(Cycle 2)**

Theme	Games	Standard Competence	Basic Competence	Indicators	Language Focus	Media	Cycle	Learning Activities	Time	Description of Interactive Language Games
Rooms at the school	Direction game	Comprehend very simple instructions related to school contexts by actions.	1.2. Respond to the simple instructions orally.	<ul style="list-style-type: none"> <li>♥ Students are able to identify rooms at the school.</li> <li>♥ Students are able to do the instructions given by the teacher.</li> <li>♥ Students are able to give instructions.</li> </ul>	<b>♥ Language functions:</b> <ul style="list-style-type: none"> <li>➤ <b>Instruction</b> <ul style="list-style-type: none"> <li>✓ Turn right, please!</li> <li>✓ Turn left, please!</li> <li>✓ Turn around, please!</li> <li>✓ Go straight, please!</li> <li>✓ Walk forward for three steps, please!</li> <li>✓ Stop!</li> <li>✓ Walk backwards for one step, please!</li> </ul> </li> <li>♥ <b>Asking and giving information about rooms at the school</b></li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Puppet</li> </ul>	<b>II</b>	<b>a. Opening activities</b> <ul style="list-style-type: none"> <li>♥ The teacher greets the children by singing “Good morning” song then they do a prayer together.</li> <li>♥ The teacher asks the students’ condition by singing “how are you?” song.</li> <li>♥ The teacher checks the attendance list. The students listen when the teacher sings “Where are you going?” song. After that, the students sing the song together with the teacher.</li> </ul> <b>b. Main activities</b> <ul style="list-style-type: none"> <li>➤ <b>Teaching-Learning</b></li> </ul>	2x35 minutes	<ul style="list-style-type: none"> <li>• <b>High interactivity:</b> All the children involved in the game activity. There is also good communication between teacher and students.</li> <li>• <b>Simple to understand</b> (interactive learning activities should be easily understood): The rule of the game is clear and easy to explain. The game also easy to play.</li> <li>• <b>Relevant/focus on the objectives</b> (the activity should be viewed by the student as being relevant to the topic being studied. The focus of interactive activities must be on the lesson objectives and not on</li> </ul>



					<p>♥ <b>Asking:</b> Where are you going?</p> <p>➤ <b>Answering:</b> I am going to ... (the classroom, laboratory,</p> <p>♥ <b>Vocabularies(rooms at the school):</b> classroom, laboratory, library, headmaster's room, teachers' room, canteen, school health unit, toilet, school yard, mosque, warehouse, parking area)</p>			<p>♥ The teacher shows a big picture of school map and explains some rooms in the school.</p> <p>♥ The teacher reviews the names of rooms at school and gives the students the example of how to ask for and give information about rooms at school by using puppet as a dialog partner, "Where are you going, Hiccup? (pointing the laboratory)" asks her, the puppet replies "I am going to the laboratory".</p> <p>♥ The teacher acts as Hiccup and asks "Where are you going?" to some students. The students listen and answer the Hiccup's question</p>		<p>understanding their representation): the focus of this game is clear. Simon says is about responding instructions.</p> <p>▪ <b>Short time frame</b> (It is important in interactive learning to keep an activity short so that it can be integrated into an overall classroom lesson and be easily understood): this game does not take so much time and integrated to the theme of the lesson.</p> <p>▪ <b>Creative and motivational</b> (Creativity is a desirable quality of an active learning activity because it keeps students interested and engaged. If a student is not motivated to participate in an activity, the level of student involvement will typically be very low): this game is fun,</p>
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								<p>by answering “I am going to ...” (mentioning one room at the school). The teacher then asks the students to sing “Where are you going?” song. This song is intended to get enjoyable practice in pronouncing the words for students. The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.</p> <p>♥ The teacher pronounces the instructions and acts out the actions. The students listen when the teacher pronounces the</p>		<p>different, and relevant to the objectives of the lesson.</p> <ul style="list-style-type: none"> <li>▪ <b>Collaborative</b> (Collaboration has been shown to be an effective means of student learning): this game can be effective as individual or group activities, adding elements of collaboration, where appropriate, can enhance their effectiveness.</li> </ul>
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								<p>instructions, repeat after her, and follow her actions.</p> <p>➤ <b>Practice/Rehearse</b> The teacher provides four desks and puts four pictures of rooms at the school in the desks. The teacher asks one student from each line to come forward. Other students ask the teacher “Where are you going?”, then the teacher answers, for example “I am going to the library.” After that, the teacher gives some directions to reach the place.</p> <p>♥ Students who can follow the teacher’s directions would be the next</p>		
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								<p>instructor. He/she calls one student from each line and gives the direction to reach the place.</p> <p>➤ <b>Production</b></p> <p>♥ The teacher asks the students to play Direction Games. The teacher provides four desks and puts four pictures of rooms at the school in the desks. She also arranges some desks as the barrier. She divides the students into two groups which consist of six students. The first student will be blind-folded and act as the driver while the rest are the passengers and act as the instructors who</p>		
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								<p>give the direction. The teacher gives one picture of rooms at the school to each passenger.</p> <p>♥ The teacher explains the rules of the game that the driver should find the place where the passengers look for by giving instructions. The driver should ask the passenger “where are you going?””, the first passenger answer by saying “I am going to the canteen.”, then gives the instructions such as, turn right, turn left, go straight, walk forward for five steps, walk backward for three steps, and stop. The first driver who can take all</p>		
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								<p>the passengers to the right place they look for, will be the winner.</p> <p>♥ The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers.</p> <p>➤ <b>Closing activities</b> The teacher asks the students about what they learn today and summarizes the material together. The teacher gives further guidance by passing some questions related to the material to the students.</p> <p>♥ The teacher and the students make a reflection of the</p>		
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								lesson. ♥ The teacher closes the class by singing “Good bye” song.		
Food and Drink	Whisper race game	Comprehend very simple instructions related to school contexts by actions.	1.2. Respond to the simple instructions orally.	♥ Students are able to identify kinds of food. Students are able to identify kinds of drink. ♥ Students are able to do the instructions given by the teacher. ♥ Students are able to give instructions.	♥ <b>Language functions:</b> ➤ <b>Instructions</b> ✓ Bring a plate of fried rice to table 1, please! ✓ Bring a glass of hot chocolate to table 5, please! ➤ <b>Asking and giving information about food and drink</b> • <b>Asking:</b> What do you order? ➤ <b>Answering:</b> I order ... (a plate of rice, a bowl of fried noodle, etc) and ... (a glass of milk,	♥ Flashcards ♥ Puppet	II	a. <b>Opening activities</b> ♥ The teacher greets the children by singing “Good morning” song then they do a prayer together. The teacher asks the students’ condition by singing “how are you?” song. ♥ The teacher checks the attendance list. ♥ The students listen when the teacher sings “I like apples” song. After that, the students sing the song together with the teacher. b. <b>Main activities</b> ➤ <b>Presentation</b> ♥ The teacher explains the name of food and drink and gives the students the	2x35 minutes	• <b>High interactivity:</b> All the children involved in the game activity. There is also good communication between teacher and students. • <b>Simple to understand</b> (interactive learning activities should be easily understood): The rule of the game is clear and easy to explain. The game also easy to play. • <b>Relevant/focus on the objectives</b> (the activity should be viewed by the student as being relevant to the topic being studied. The focus of interactive activities must be on the lesson objectives and not on understanding their representation): the focus of this game is

					<p>a cup of tea, etc)</p> <ul style="list-style-type: none"> <li>➤ I am hungry. I want to eat a pan of pizza.</li> <li>➤ I am thirsty. I want to drink a glass of orange juice.</li> </ul> <p>♥ <b>Vocabularies</b> (food and drink): (<b>food</b>: a plate of rice, a plate of fried rice, a bowl of noodle, a slice of bread, fried fish, fried chicken, roasted chicken, sandwich, doughnut, three slices of chocolates, a pan of pizza, a cake, cheese, a bowl of crisp, an egg, a bowl of meatball, a bowl of chicken soup, gum, pudding, candies, five</p>		<p>example of how to ask and give information about food and drink by using puppet as a dialog partner. “What do you order, Hiccup?” asks her, the puppet replies “I want to eat a slice of bread and drink a glass of milk”. The teacher acts as Hiccup and asks the students “What do you order?” The students listen to the Hiccup’s question and answer by mentioning the name of food or drink.</p> <p>♥ The teacher then asks the students to sing “What do you like?” song. This song is intended to get enjoyable practice in pronouncing the words for students.</p>		<p>clear. Simon says is about responding instructions. <b>Short time frame</b> (It is important in interactive learning to keep an activity short so that it can be integrated into an overall classroom lesson and be easily understood): this game does not take so much time and integrated to the theme of the lesson.</p> <ul style="list-style-type: none"> <li>• <b>Creative and motivational</b> (Creativity is a desirable quality of an active learning activity because it keeps students interested and engaged. If a student is not motivated to participate in an activity, the level of student involvement will typically be very low): this game is fun, different, and relevant to the objectives of the lesson.</li> </ul>
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					biscuit, fruits, vegetables), <b>(drink:</b> a glass of milk, an ice cream, a glass of ice tea, a glass of orange juice, a glass of fresh water, a cup of coffee, a glass of hot chocolate, a glass of syrup, a bottle of soft drink, a cup of tea)		<ul style="list-style-type: none"> <li>♥ The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.</li> <li>♥ The teacher draws four tables at the whiteboard. The teacher explains about some class instructions related to ordering food and drink to the students. She pronounces the instructions and acts out the actions.</li> <li>♥ The teacher distributes some pictures of food and drink to some students. After that, the student who gets the picture does the action.</li> </ul> <p>➤ <b>Practice</b></p> <ul style="list-style-type: none"> <li>♥ The teacher asks the students to play Let's Go to the Canteen Game.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Collaborative</b> (Collaboration has been shown to be an effective means of student learning): this game can be effective as individual or group activities, adding elements of collaboration, where appropriate, can enhance their effectiveness.</li> </ul>
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								<p>The teacher distributes pictures of food and drink to each student. The teacher explains the rule of the game that she will say “I am going to the canteen, I want to eat ... and drink ... (call out five kinds of food and five kinds of drink, for example fried rice, pizza, milk, orange juice, etc). The student who gets the picture should stand in line behind the teacher (like a train) and move around the class singing I like pizza or what do you like? song. In the end of the song, they should compete each other to get a chair to sit.</p> <p>♥ The student who cannot find any seat become the new</p>		
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								<p>caller of the game.</p> <p>➤ <b>Production</b></p> <p>♥ The teacher asks the students to play Whisper Race Games. The teacher divides the students into two groups and asks them to stand in line. She provides some flashcards of food and drink in the two fronts desks. She divides the whiteboard into two parts and draws five tables to each part. She then explains the rule of the game that the teacher will whisper a sentence to a student, such as Bring a bowl of noodle at table 5. If the teacher says Go!, then the student should whisper the message to their friends in group. The last students</p>		
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								<p>run and find the pictures of a bowl of noodle and stick the picture to table 5. The fastest group who can stick the more correct picture will be the winner. The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided.</p> <p><b>c. Closing activities</b></p> <ul style="list-style-type: none"> <li>♥ The teacher asks the students about what they learn today and summarizes the material together.</li> <li>♥ The teacher gives further guidance by passing some questions related to the material to the students.</li> <li>♥ The teacher and the students make a reflection of the</li> </ul>		
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								lesson. ♥ The teacher closes the class by singing “Good bye” song.		
Clothes	Clothes Race Game	Comprehend very simple instructions related to school contexts by actions.	1.2. Respond to the simple instructions orally.	♥ Students are able to identify kinds of clothes. ♥ Students are able to do the instructions given by the teacher. ♥ Students are able to give instructions	➤ <b>Instructions</b> ♥ Wear the bandanna! ♥ Put off your shoes! ♥ Run and find the hat! ♥ Put on the shirts! ➤ <b>Asking and giving information about clothes</b> ♥ <b>Asking:</b> What are your favorite clothes? ♥ <b>Answering:</b> I like to wear ... (a skirt, a jacket, etc) ➤ <b>Vocabularies (clothes):</b> ♥ a skirt, a jacket, a hat/cap, shorts, a veil, a bandanna,	• Flashcards • Real clothes	II	a. <b>Opening activities</b> The teacher greets the children by singing “Good morning” song then they do a prayer together. ♥ The teacher asks the students’ condition by singing “how are you?” song. ♥ The teacher checks the attendance list. The students listen when the teacher sings “where are my white socks?” song. After that, the students sing the song together with the teacher. b. <b>Main activities</b> ➤ <b>Teaching-Learning</b> ♥ The teacher provided some real clothes. She	2x35 minutes	• <b>High interactivity:</b> All the children involved in the game activity. There is also good communication between teacher and students. • <b>Simple to understand</b> (interactive learning activities should be easily understood): The rule of the game is clear and easy to explain. The game also easy to play. • <b>Relevant/focus on the objectives</b> (the activity should be viewed by the student as being relevant to the topic being studied. The focus of interactive activities must be on the lesson objectives and not on understanding their representation): the focus of this game is clear. Simon says is

					<p>a T-shirt, a shirt, a dress, a blouse, a singlet, a coat, a sweater, a pyjamas, a swimsuit, trousers/pants, gloves, a uniform, shoes, socks, raincoat, sandals, a tie, a belt)</p>			<p>then explains the name of clothes by showing it to the students. for example, she takes a jacket, shows it to the students, and saying “I like to wear jacket”.</p> <p>♥ The teacher asks some students “What is your favorite clothes?” The students listen to the question and answer by saying “I like to wear ... (mentioning one of the favorite clothes)”</p> <p>♥ The teacher then asks the students to sing “my clothes” song. This song is intended to get enjoyable practice in pronouncing the words for students. The students listen when the teacher sings the song. After that, the students sing</p>		<p>about responding instructions.</p> <ul style="list-style-type: none"> <li>• <b>Collaborative</b> (Collaboration has been shown to be an effective means of student learning): this game can be effective as individual or group activities, adding elements of collaboration, where appropriate, can enhance their effectiveness.</li> <li>• <b>Short time frame</b> (It is important in interactive learning to keep an activity short so that it can be integrated into an overall classroom lesson and be easily understood): this game does not take so much time and integrated to the theme of the lesson.</li> <li>• <b>Creative and motivational</b> (Creativity is a desirable quality of an</li> </ul>
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								<p>the song together with the teacher.</p> <ul style="list-style-type: none"> <li>♥ The teacher explains about some class instructions related to clothes.</li> <li>♥ The teacher pronounces the instructions and acts out the actions.</li> <li>♥ The teacher asks some students to come forward and asks them to follow her actions.</li> <li>➤ Practice/Rehearse The teacher asks the students to play Dressing Up Relay game. The teacher divides the students into two groups and asks them to stand in line. She provides some kinds of clothes in the two fronts desks. She asks two students to act as the model. She will call out a command, such as: put on the hat and shirt to your model.</li> </ul>		<p>active learning activity because it keeps students interested and engaged. If a student is not motivated to participate in an activity, the level of student involvement will typically be very low); this game is fun, different, and relevant to the objectives of the lesson.</p>
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								<p>The students listen to the teacher's instructions and then the front students will run and find the hat and shirt and put them on to the model's body. If the teacher calls out the "put the clothes off", the students should put off the clothes from the model's body. The first student completed the instruction will be the next instructor replacing the teacher.</p> <p>♥ The team which can do the fastest and the more correct matching will be the winner.</p> <p>➤ <b>Production</b> The teacher asks the students to play Clothes Race Game. The teacher divides the students into two groups and asks them to</p>		
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								<p>stand in line. The teacher provides some kinds of clothes in the two fronts desks. The teacher explains the rules of the game that the teacher will call out an instruction, such as wear the shoes and the black socks. The front students in each group will run and find the clothes and put them on their body. If they have finished, they should run and stand in front of the whiteboard. The first team which can wear the clothes correctly will get a point. The team with the highest point will be the winner.</p> <p>♥ The teacher checks the students' understanding by holding test related</p>		
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								<p>to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided.</p> <p><b>c. Closing activities</b> The teacher asks the students about what they learn today and summarizes the material together.</p> <p>♥ The teacher gives further guidance by passing some questions related to the material to the students.</p> <p>♥ The teacher and the students make a reflection of the lesson.</p> <p>♥ The teacher closes the class by singing “Good bye” song.</p>		
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## LESSON PLAN 1

School : SDIT Anajah  
School Subject : English  
Class/Semester : IV/II

Standard Competence: 1. Comprehend very simple instructions related to the class contexts by doing actions.

Basic Competence : 1.1. Respond to the simple instructions related to the class and school contexts by doing actions.

Indicator :

- ♥ Students are able to set the clock hands based on the instructions given by the teacher.
- ♥ Students are able to identify numbers and tell the time when they are spoken.
- ♥ Students are able to apply the question and answer of time.

Skill : Listening

Theme : Time

Time : 2x35 minutes

### A. THE OBJECTIVES

Students are able to ask and give information about time and do the instructions related to telling time.

### B. THE MATERIAL

#### ♥ Instructions

- Set the clock hands at ...!

#### ♥ Numbers

1	One	16	Sixteen	31	Thirty one	46	Forty six
2	Two	17	Seventeen	32	Thirty two	47	Forty seven
3	Three	18	Eighteen	33	Thirty three	48	Forty eight
4	Four	19	Nineteen	34	Thirty four	49	Forty nine
5	Five	20	Twenty	35	Thirty five	50	Fifty
6	Six	21	Twenty one	36	Thirty six	51	Fifty one

7	Seven	22	Twenty two	37	Thirty seven	52	Fifty two
8	Eight	23	Twenty three	38	Thirty eight	53	Fifty three
9	Nine	24	Twenty four	39	Thirty nine	54	Fifty four
10	Ten	25	Twenty five	40	Forty	55	Fifty five
11	Eleven	26	Twenty six	41	Forty one	56	Fifty six
12	Twelve	27	Twenty seven	42	Forty two	57	Fifty seven
13	Thirteen	28	Twenty eight	43	Forty three	58	Fifty eight
14	Fourteen	29	Twenty nine	44	Forty four	59	Fifty nine
15	Fifteen	30	Thirty	45	Forty five	60	Sixty

### ♥ Telling time







Asking time: What time is it?

What is the time, please?

Do you know the time?

Could you tell me the time, please?

Answering: It is ... (ten o'clock, a quarter past ten, half past eleven, etc)

It's nine o'clock		It's half past twelve	
It's a quarter past two		It's a quarter to six	
It's twenty five past eight		It's ten to nine	

C. THE METHOD OF LEARNING : PPP (*Presentation, Practice, Product*)

D. THE ACTIVITIES

#### a. Opening activities

♥ The teacher greets the students then they do prayer together.

♥ The teacher asks the students' condition.

- ♥ The teacher calls the roll.
- ♥ The students listen when the teacher sings “Ten Little Indian” song. After that, the students sing the song together with the teacher.

**b. Main activities**

➤ **Presentation**

- ♥ The teacher invites the students to play “buzz number” game. This game is intended as a way to teach numbers from 1 (one) until 60 (sixty) to the students. The teacher explains the rules of the game that in this game, the students are asked to stand beside their chair. Then they do counting from 1 to 60, and when the number reaches 6 and any multiple of 6 (6, 12, 18, etc), they must say “buzz” and then sit back at their own chair.
- ♥ The teacher gives explanation on how to ask and give information about time.
- ♥ The teacher explains about telling time using a mini-clock.
- ♥ The teacher asks the students to sing “what time is it?” song. This song is intended to get enjoyable practice for the students in pronouncing how to tell time. The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.

➤ **Practice**

- ♥ The teacher asks a student from each row to come forward and gives a mini-clock for each of them.
- ♥ The other students use the asking time expression (for example what time is it?) and then the teacher will call out a certain time (for example it is a quarter past five). The four students are asked to listen to the time mentioned by the teacher, then they move the long and short hands of the clock to show the time.
- ♥ The four students invite their four friends and do the same action like before. This is done until all students get their turn.

➤ **Production**

- ♥ The teacher asks the students to play Clock Race Games. The students are divided into four groups and the teacher gives one mini-clock for each group. They stand in line beside their tables. The teacher explains the rules of the game that the teacher will call out a time, for example “Set the clock hands at seven o’clock”. After that, the front children of each team run to take the clock and arrange it to

show the time. The first team to represent the time correctly will get a point and the team that can show the more correct time will be the winner.

- ♥ The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided.

**c. Closing activities**

- ♥ The teacher asks the students about what they learn today and summarizes the material together.
- ♥ The teacher gives further guidance by passing some questions related to the material to the students.
- ♥ The teacher and the students make a reflection of the lesson.
- ♥ The teacher closes the class by greeting them and saying good bye.









**E. REFERENCES**

- 📖 Lewis, Gordon and Gunther Bedson. Games for Children. 2004. Oxford University Press: New York.
- 📖 Mukarto, et.al. Grow with English. 2007. Erlangga Publisher: Bandung.
- 📖 Tim Putra Nugraha. LKS Bahasa Inggris Cemara kelas 5 semester 1. 2009. Putra Nugraha Press: Batang.
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**F. EVALUATION**

Listen to your teacher and tick the answer (s). You can choose more than one answer.

1.	3	13	30	33
	(.....)	(.....)	(.....)	(.....)
2.	5	15	50	55
	(.....)	(.....)	(.....)	(.....)
3.	11	12	13	14

	(.....)	(.....)	(.....)	(.....)
4.				
	(.....)	(.....)	(.....)	(.....)
5.				
	(.....)	(.....)	(.....)	(.....)

**Questions:**

- Thirty
- Fifteen
- Twelve
- It is twelve o'clock
- It is ten past ten

**Answer:**

- Option 3
- Option 2
- Option 2
- Option 1
- Option 4

**G. ASSESSMENT RUBRIC**

No.	Listening instruction	Score
I	Right answer	20
II	Wrong answer	0
	Maximum score	100

Yogyakarta, 12<sup>nd</sup> of October, 2012

The English teacher

The teacher

(Oktsa istariandari)

(Faidah Rahmawati)

NIM. 06202244178

## LESSON PLAN 2

School : SDIT Anajah  
School Subject : English  
Class/Semester : IV/II

Standard Competence: 1. Comprehend very simple instructions related to the school contexts by doing actions.

Basic Competence : 1.1. Respond to the simple instructions related to the class and school contexts by doing actions.

Indicator :

- ♥ Students are able to identify things in the classroom.
- ♥ Students are able to do the instructions given by the teacher.

Skill : Listening  
Theme : Things in the classroom  
Time : 2x45 minutes

### A. THE OBJECTIVES

Students are able to do the instructions related to things in the classroom.

### B. THE MATERIAL

#### ♥ Instructions

Stand up, please!	Put your book on the table!
Sit down, please!	Clean the whiteboard!
Point at the calendar!	Close the door!
Touch the book!	Open the window!
Raise your book!	Take the paper and give it to me!
Put your book down!	Be quite, please!

#### ♥ Things in the classroom

What is it?

It is a/an ... (a book, a dustbin, an eraser, etc)



 a book	 a chair	 a table	 a pen	 a lamp
 a pencil	 a pencil sharpener	 a pencil case	 a ruler	 a fan
 a bag	 a map	 chalks	 a calendar	 a paper
 a window	 a door	 an eraser	 a board marker	 a broom
 a whiteboard	 a clock	 a flag	 a flower vase	 a dustbin

#### C. THE METHOD OF LEARNING : TPR (*Total Physical Response*)

#### D. THE ACTIVITIES

##### a. Opening activities

- ♥ The teacher greets the children then they do a prayer together.
- ♥ The teacher asks the students' condition.
- ♥ The teacher checks the attendance list.
- ♥ The students listen when the teacher sings "Hokey Pokey" song. After that, the students sing the song together with the teacher.

##### b. Main activities

###### ➤ Teaching-Learning

- ♥ The teacher distributes some pictures of things in the classroom to the students.

- ♥ The teacher asks a question: “What is this?” by showing flashcards and the students answer it by saying “It is a/an ...”. The student who gets the picture stands and sticks the picture at the whiteboard.
- ♥ The teacher asks the students to sing “This is window” song. This song is intended to get enjoyable practice in pronouncing the words for students. The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.
- ♥ The teacher explains about some class instructions related to things in the classroom.
- ♥ The teacher pronounces the instructions and acts out the actions. The students follow the teacher’s actions.

#### ➤ **Practice/Rehearse**

- ♥ The teacher asks the students to stand up then the teacher will be the instructor of the class to give some instructions. The students listen to the teacher’s instructions and act out the actions given.
- ♥ The teacher gives commands to students in each line. The students are asked to listen to four instructions given by the teacher and act them out.
- ♥ The teacher asked one of the students, as a volunteer, to give commands to his/her friends in the line. He/she is asked to come forward and took a paper containing four instructions. Then, he/she will give the commands and their friends in his/her line do the instructions.

#### ➤ **Production**

- ♥ The teacher asks the students to play Simon Says Games. The teacher explains the rules of the game that the teacher will call out a command, such as Simon says: touch the calendar, and the students must do what the teacher say. However, when the teacher call out a command, such as touch your book with your right hand (leaving out Simon says), the students must not do the actions. The student who makes mistake will out of the game. The students who can do the instructions correctly till end become the winner of the game.
- ♥ The teacher checks the students’ understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided.

### c. Closing activities





- ♥ The teacher asks the students about what they learn today and summarizes the material together.
- ♥ The teacher gives further guidance by passing some questions related to the material to the students.
- ♥ The teacher and the students make a reflection of the lesson.
- ♥ The teacher closes the class by greeting them and saying good bye.

### E. REFERENCES

- ✚ Lewis, Gordon and Gunther Bedson. Games for Children. 2004. Oxford University Press: New York.
- ✚ Mukarto, et.al. Grow with English. 2007. Erlangga Publisher: Bandung.
- ✚ Tim Putra Nugraha. LKS Bahasa Inggris Cemara kelas 5 semester 1. 2009. Putra Nugraha Press: Batang.
- ✚ Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.
- ✚ <http://www.google.co.id/images?q=school+bag&btnG=Telusuri&hl=id&gbv=2&tbs=isch%3A1&sa=2>
- ✚ [http://www.google.co.id/images?hl=id&gbv=2&tbs=isch%3A1&sa=1&q=the+book+is+on+the+chair&aq=o&aqi=&aql=&oq=&gs\\_rfai=](http://www.google.co.id/images?hl=id&gbv=2&tbs=isch%3A1&sa=1&q=the+book+is+on+the+chair&aq=o&aqi=&aql=&oq=&gs_rfai=)

### F. EVALUATION

Listen to your teacher and tick the answer (s). You can choose more than one answer.

1.				
	(.....)	(.....)	(.....)	(.....)
2.	A pen	Chalks	A board marker	A pencil
	(.....)	(.....)	(.....)	(.....)
3.	A book	A broom	A dustbin	A pencil case
	(.....)	(.....)	(.....)	(.....)

4.				
	(.....)	(.....)	(.....)	(.....)
5.				
	(.....)	(.....)	(.....)	(.....)

#### Questions:

1. A pencil sharpener.
2. Things to write in the whiteboard.
3. Things in your bag.
4. Point to the clock!
5. Touch the window, please!

#### Answers:

1. Option 1
2. Option 2 and 3
3. Option 1 and 4
4. Option 2
5. Option 3

#### G. ASSESSMENT RUBRIC

No.	Listening instruction	Score
I	Right answer	20
II	Wrong answer	0
	Maximum score	100

Yogyakarta, 19<sup>th</sup> of October, 2012

The English teacher

The teacher

(Oktisa Istariandari.)

(Faidah Rahmawati)

NIM. 06202244178

### LESSON PLAN 3

School : SDIT Anajah  
School Subject : English  
Class/Semester : IV/II

Standard Competence: 1. Comprehend very simple instructions related to the class contexts by doing actions.

Basic Competence : 1.1. Respond to the simple instructions related to the class and school contexts by doing actions.

Indicator :

- ♥ Students are able to identify parts of the body.
- ♥ Students are able to do the instructions given by the teacher.

Skill : Listening

Theme : Parts of the body

Time : 2x45 minutes

#### A. THE OBJECTIVES

Students are able to do the instructions related to parts of the body.

#### B. THE MATERIAL














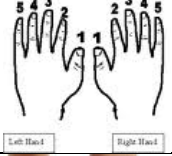






##### ♥ Instructions

Stand up, please!	Open your eyes!
Sit down, please!	Close your eyes!
Raise your hand!	Stand with your left leg!
Put your hand down!	Wave your right hand!
Raise two hands!	Nod your head!
Raise your left hand!	Clap your hands!
Put your left hand down!	Shout hooray!
Touch your eyes!	Stamp your feet!

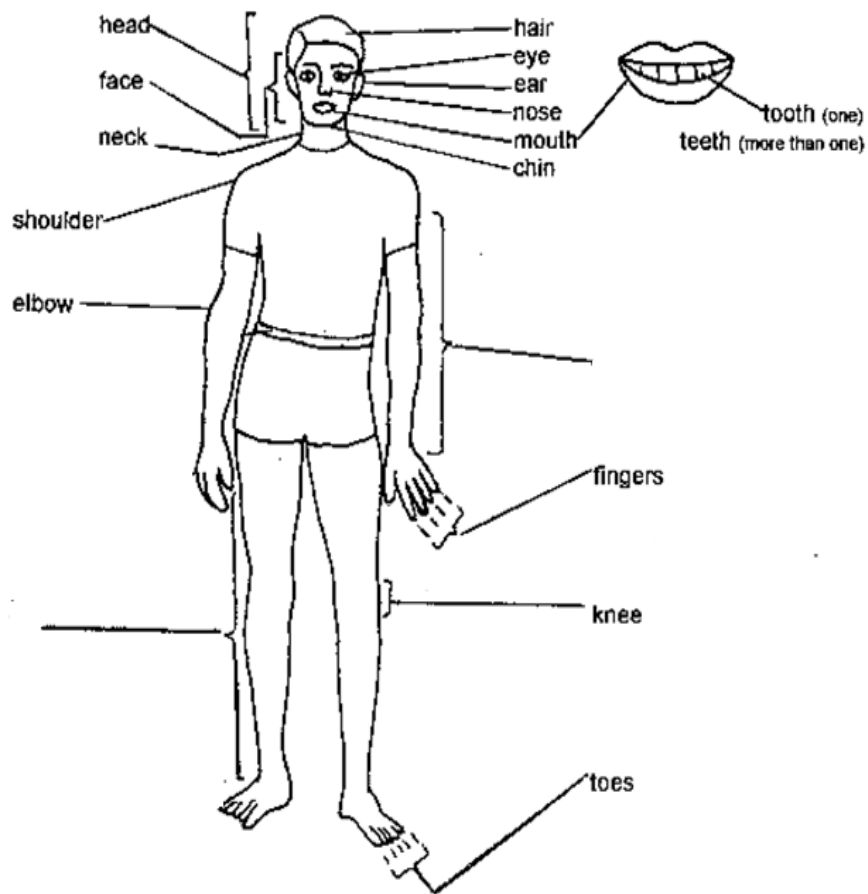
##### ♥ Parts of the body

What is this?

This is ... (eye, nose, chin, etc)

Hair		Ears	
Head		Mouth	
Face		Tooth	
Forehead		Chin	
Eyebrows		Neck	
Eyes		Hands	
Nose		Fingers	
Cheek		Foot	
Shoulders		Toes	
Knees		Elbow	

eyebrow forehead



C. THE METHOD OF LEARNING : *TPR (Total Physical Response)*

D. THE ACTIVITIES

a. **Opening activities**

- ♥ The teacher greets the students then they do a prayer together.
- ♥ The teacher asks the students' condition.
- ♥ The teacher checks the attendance list.
- ♥ The students listen when the teacher sings "If You're Happy" song. After that, the students sing the song together with the teacher.

b. **Main activities**

➤ **Teaching-Learning**

- ♥ The teacher shows a big poster of human's body and put it on the whiteboard, so that all students could see the picture.

- ♥ The teacher reviews the names of parts of the body and gives the students the example of how to ask for and give information about parts of the body by using puppet as a dialog partner, “What is this, Hiccup? (point to the head of the picture)” asks her, the puppet replies “This is head”.
- ♥ The teacher asks a question: “What is this?” by pointing one part of her body and the students answer it by saying “It is a/an ...”.
- ♥ The teacher distributes some pictures of parts of the body to the students. Then she asks one student to come forward and be a model. The teacher calls out a part of the body, then the student who gets the picture stands and sticks the picture at the model.
- ♥ The teacher asks the students to sing “head, shoulders, knees, toes” song. This song is intended to get enjoyable practice in pronouncing the words for students. The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.
- ♥ The teacher explains about some class instructions related to parts of the body.
- ♥ The teacher pronounces the instructions and acts out the actions. The students follow the teacher’s actions.

#### ➤ **Practice/Rehearse**

- ♥ The teacher asks the students to stand up then the teacher will be the instructor of the class to give some instructions. The students listen to the teacher’s instructions and act out the actions given.
- ♥ The teacher asks two students from each row to come forward. The students are asked to listen to four instructions given by the teacher and act them out.
- ♥ The eight students invite their eight friends and do the same action like before. This is done until all students get their turn.

#### ➤ **Production**

- ♥ The teacher asks the students to play Do as I Say, Not Do as I Do game. The teacher explains the rules of the game that the teacher will call out a command, such as touch your ear, but the teacher touches the nose. The students must touch their ears, not their nose. So, the students must listen to the teacher’s instruction correctly and not just copy the teacher’s movements. The student who makes mistake will out of the game. The student who can do the commands correctly till end became the winner of the game.



- ♥ The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided.

### c. Closing activities

- ♥ The teacher asks the students about what they learn today and summarizes the material together.
- ♥ The teacher gives further guidance by passing some questions related to the material to the students.
- ♥ The teacher and the students make a reflection of the lesson.
- ♥ The teacher closes the class and says good bye.













## E. REFERENCES

- ✚ Lewis, Gordon and Gunther Bedson. Games for Children. 2004. Oxford University Press: New York.
- ✚ Mukarto, et.al. Grow with English. 2007. Erlangga Publisher: Bandung.
- ✚ Tim Putra Nugraha. LKS Bahasa Inggris Cemara kelas 5 semester 1. 2009. Putra Nugraha Press: Batang.
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- ✚ [http://www.google.co.id/images?hl=id&gbv=2&tbs=isch%3A1&sa=1&q=shoulders&aq=f&aqi=&aql=&oq=&gs\\_rfai=](http://www.google.co.id/images?hl=id&gbv=2&tbs=isch%3A1&sa=1&q=shoulders&aq=f&aqi=&aql=&oq=&gs_rfai=)
- ✚ <http://www.google.co.id/images?q=body&btnG=Telusuri&hl=id&gbv=2&tbs=isch%3A1&sa=2>

## F. EVALUATION

Listen to your teacher and tick the answer (s). You can choose more than one answer.

1.	Nose	Eyes	Ears	Feet
	(.....)	(.....)	(.....)	(.....)
2.	Hair	Chin	Cheek	Eyebrows
	(.....)	(.....)	(.....)	(.....)

3.				
	(.....)	(.....)	(.....)	(.....)
4.				
	(.....)	(.....)	(.....)	(.....)
5.				
	(.....)	(.....)	(.....)	(.....)

#### Questions:

1. Part of our body that you can use to hear.
2. Parts of the body in your face.
3. Your toes.
4. Clap your hands!
5. Touch your nose!

#### Answers:

1. Option 3
2. Option 2, 3, 4
3. Option 4
4. Option 1
5. Option 2

#### G. ASSESSMENT RUBRIC

No.	Listening instruction	Skor
I	Right answer	20
II	Wrong answer	0
	Maximum score	100

Yogyakarta, 26<sup>th</sup> of October, 2012

The English teacher

The teacher

(Oktisa Istariandari)

(Faidah Rahmawati)

NIM. 06202244178

## LESSON PLAN 4

School : SDN Tulis 03

School Subject : English

Class/Semester : V/I

Standard Competence: 1. Comprehend very simple instructions related to the school contexts  
by doing actions.

Basic Competence : 1.2. Respond to the simple instructions orally.

Indicator :

- ♥ Students are able to identify rooms at the school.
- ♥ Students are able to do the instructions given by the teacher.
- ♥ Students are able to give instructions.

Skill : Listening

Theme : My school





Time : 2x45 minutes

### A. THE OBJECTIVES

Students are able to give and do the instructions related to the school contexts.

### B. THE MATERIAL

#### ♥ Instructions (giving direction)

1.	Turn right, please!	
2.	Turn left, please!	
3.	Go straight, please!	
4.	Walk forward for three steps, please!	
5.	Walk backwards for one step, please!	
6.	Stop!	

#### ♥ Rooms at the school

Where are you going?

I am going to ... (the classroom, the library, etc)



**the classroom**



**the laboratory**



**the library**



**the headmaster's room**



**the teacher's room**



**the canteen**



**the school health unit**



**the toilet**



**the school yard**



**the mosque**



C. THE METHOD OF LEARNING : *TPR (Total Physical Response)*

D. THE ACTIVITIES

a. **Opening activities**

- ♥ The teacher greets the children by singing “Good morning” song then they do a prayer together.
- ♥ The teacher asks the students’ condition by singing “how are you?” song.
- ♥ The teacher checks the attendance list.
- ♥ The students listen when the teacher sings “Where are you going?” song. After that, the students sing the song together with the teacher.

b. **Main activities**

➤ **Teaching-Learning**

- ♥ The teacher shows a big picture of school map and explains some rooms in the school.
- ♥ The teacher reviews the names of rooms at school and gives the students the example of how to ask for and give information about rooms at school by using puppet as a dialog partner, “Where are you going, Hiccup? (pointing the laboratory)” asks her, the puppet replies “I am going to the laboratory”.
- ♥ The teacher asks Hiccup to review the names of all rooms at school. The students listen and repeat the Hiccup’s words.
- ♥ The teacher then asks the students to sing “Where are you going?” song. This song is intended to get enjoyable practice in pronouncing the words for students. The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.
- ♥ The teacher explains about some instructions related to the material.



- ♥ The teacher pronounces the instructions and acts out the actions. The students follow the teacher's actions.

➤ **Practice/Rehearse**

- ♥ The teacher provides four desks and puts four pictures of rooms at the school in the desks.
- ♥ The teacher divides the students into four groups and asks them to stand in line.
- ♥ The students ask the teacher "Where are you going?", the teacher answer, for example "I am going to the library.", then the teacher gives some directions to reach the place. One student from each group does the teacher's direction. The students who make mistake will out of the game and sit back, while the students who can do the direction until reach the place will get score. This is done until all students get their turn.
- ♥ The group which gets the higher score will be the winner.

➤ **Production**

- ♥ The teacher asks the students to play Direction Games. The teacher provides four desks and puts four pictures of rooms at the school in the desks. She also arranges some desks as the barrier. She divides the students into two groups which consist of five students. The first student will be blind-folded and act as the driver while the rest are the passengers and act as the instructors who give the direction. The teacher gives one picture of rooms at the school to each passenger.
- ♥ The teacher explains the rules of the game that the driver should find the place where the passengers look for by giving instructions. The driver should ask the passenger "where are you going?", the first passenger answer by saying "I am going to the canteen.", then gives the instructions such as, turn right, turn left, go straight, walk forward for five steps, walk backward for three steps, and stop. The first driver who can take all the passengers to the right place they look for, will be the winner.
- ♥ The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided.

**c. Closing activities**

- ♥ The teacher asks the students about what they learn today and summarizes the material together.













- ♥ The teacher gives further guidance by passing some questions related to the material to the students.
- ♥ The teacher and the students make a reflection of the lesson.
- ♥ The teacher closes the class by singing “Good bye” song.



#### E. REFERENCES

- ✚ Lewis, Gordon and Gunther Bedson. Games for Children. 2004. Oxford University Press: New York.
- ✚ Mukarto, et.al. Grow with English. 2007. Erlangga Publisher: Bandung.
- ✚ Tim Putra Nugraha. LKS Bahasa Inggris Cemara kelas 5 semester 1. 2009. Putra Nugraha Press: Batang.
- ✚ Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.
- ✚ <http://www.google.co.id/images?q=school+bag&btnG=Telusuri&hl=id&gbv=2&tbs=isch%3A1&sa=2>
- ✚ [http://www.google.co.id/images?hl=id&gbv=2&tbs=isch%3A1&sa=1&q=the+book+is+on+the+chair&aq=o&aqi=&aql=&oq=&gs\\_rfai=](http://www.google.co.id/images?hl=id&gbv=2&tbs=isch%3A1&sa=1&q=the+book+is+on+the+chair&aq=o&aqi=&aql=&oq=&gs_rfai=)

#### F. EVALUATION

Listen to your teacher and tick the answer (s). You can choose more than one answer.

1.				
	(.....)	(.....)	(.....)	(.....)
2.				
	(.....)	(.....)	(.....)	(.....)
3.				
	(.....)	(.....)	(.....)	(.....)

4.				
	(.....)	(.....)	(.....)	(.....)
5.				
	(.....)	(.....)	(.....)	(.....)

**Questions:**

1. Turn left, please.
2. If there is a sick student, the teacher takes the student to our school health unit.
3. I like to play football with my friends here.
4. I buy food and drink here.
5. There are many vehicles here. I park my bicycle in this place.

**Answers:**

1. Option 4
2. Option 1
3. Option 4
4. Option 3
5. Option 2

**G. ASSESSMENT RUBRIC**

No.	Listening instruction	Score
I	Right answer	20
II	Wrong answer	0
	Maximum score	100

Yogyakarta, 9<sup>th</sup> of November, 2010

The English teacher

The teacher

(Novi Nurhidayah, S.Pd.)

(Tuti Hastuti)

NIM. 06202244170



## LESSON PLAN 5

School : SDIT Anajah  
School Subject : English  
Class/Semester : IV/II

Standard Competence: 1. Comprehend very simple instructions related to the school contexts  
by doing actions.

Basic Competence : 1.2. Respond to the simple instructions orally.

Indicator :

- ♥ Students are able to identify kinds of food.
- ♥ Students are able to identify kinds of drink.
- ♥ Students are able to do the instructions given by the teacher.
- ♥ Students are able to give instructions.

Skill : Listening

Theme : Food and Drink

Time : 2x45 minutes

### A. THE OBJECTIVES

Students are able to give and do the instructions related to food and drink.

### B. THE MATERIAL

#### ♥ Instructions





- |  |
|--|
| • Bring a plate of fried rice to table 1, please!    |
| • Bring a glass of hot chocolate to table 5, please! |





















#### ♥ Vocabularies:

What do you order?

I want to order ... (a plate of rice, etc) and ... (a glass of milk, etc)



#### Food

			
A plate of rice	A plate of fried rice	A bowl of noodle	A slice of bread

			
<b>Fried fish</b>	<b>Fried chicken</b>	<b>Roasted chicken</b>	<b>A slice of meat</b>
			
<b>Sandwich</b>	<b>Doughnut</b>	<b>3 slices of chocolate</b>	<b>A pan of pizza</b>
			
<b>A cake</b>	<b>Cheese</b>	<b>A bowl of crisp</b>	<b>An egg</b>
			
<b>Candies</b>	<b>A bowl of meatball</b>	<b>A bowl of chicken soup</b>	<b>Pudding</b>
			
<b>Gum</b>	<b>Five biscuit</b>	<b>Fruits</b>	<b>Vegetables</b>

### Drink

			
<b>A glass of milk</b>	<b>An ice cream</b>	<b>A glass of ice tea</b>	<b>A glass of orange juice</b>
			
<b>A glass of fresh water</b>	<b>A cup of coffee</b>	<b>A glass of hot chocolate</b>	<b>A glass of syrup</b>

			
<b>A bottle of soft drink</b>	<b>A cup of tea</b>		

C. THE METHOD OF LEARNING : *PPP (Presentation, Practice, Production)*

D. THE ACTIVITIES

**a. Opening activities**

- ♥ The teacher greets the children by singing “Good morning” song then they do a prayer together.
- ♥ The teacher asks the students’ condition by singing “how are you?” song.
- ♥ The teacher checks the attendance list.
- ♥ The students listen when the teacher sings “I like apples” song. After that, the students sing the song together with the teacher.

**b. Main activities**

➤ **Presentation**

- ♥ The teacher explains the names of food and drink and gives the students the example of how to ask for and give information about food and drink by using puppet as a dialog partner, “What do you order, Hiccup?” asks her, the puppet replies “I want to order a slice of bread and a glass of milk”.
- ♥ The teacher asks Hiccup to review the names of food and drink. The students listen and repeat the Hiccup’s words.
- ♥ The teacher explains about some class instructions related to ordering food and drink to the students.
- ♥ The teacher distributes some pictures of food and drink to some students.
- ♥ The teacher pronounces the instructions and gives example to act out the actions. After that, she asks the student who gets the picture to do the action.

➤ **Practice**

- ♥ The teacher asks the students to play Let’s Go to the Canteen Game. The teacher distributes some pictures of food and drink to each student. The teacher explains the rule of the game that she will say “I am going to the canteen, I want to eat ... and drink ... (call out five kinds of food and five kinds of drink, for example

fried rice, pizza, milk, orange juice, etc). The student who gets the picture should stand in line behind the teacher (like a train) and move around the class singing I like apples or do you like food? song. In the end of the song, they should compete each other to get a chair to sit.

- ♥ The student who cannot find any seat become the new caller of the game.

➤ **Production**

- ♥ The teacher asks the students to play Whisper Race Games. The teacher divides the students into two groups and asks them to stand in line. She provides some flashcards of food and drink in the two fronts desks. She divides the whiteboard into two parts and draws five tables to each part. She then explains the rule of the game that the teacher will whisper a sentence to a student, such as Bring a bowl of noodle at table 5. If the teacher says Go!, then the student should whisper the message to their friends in group. The last students run and find the pictures of a bowl of noodle and stick the picture to table 5. The fastest group who can stick the more correct picture will be the winner.
- ♥ The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided.

**c. Closing activities**

- ♥ The teacher asks the students about what they learn today and summarizes the material together.
- ♥ The teacher gives further guidance by passing some questions related to the material to the students.
- ♥ The teacher and the students make a reflection of the lesson.
- ♥ The teacher closes the class by singing "Good bye" song.

**E. REFERENCES**

- 🚦 Lewis, Gordon and Gunther Bedson. Games for Children. 2004. Oxford University Press: New York.
- 🚦 Mukarto, et.al. Grow with English. 2007. Erlangga Publisher: Bandung.
- 🚦 Tim Putra Nugraha. LKS Bahasa Inggris Cemara kelas 5 semester 1. 2009. Putra Nugraha Press: Batang.









✚ Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.

✚ <http://www.google.co.id/images?q=school+bag&btnG=Telusuri&hl=id&gbv=2&tbs=isch%3A1&sa=2>

✚ [http://www.google.co.id/images?hl=id&gbv=2&tbs=isch%3A1&sa=1&q=the+book+is+on+the+chair&aq=o&aqi=&aql=&oq=&gs\\_rfai=](http://www.google.co.id/images?hl=id&gbv=2&tbs=isch%3A1&sa=1&q=the+book+is+on+the+chair&aq=o&aqi=&aql=&oq=&gs_rfai=)

## F. EVALUATION

Listen to your teacher and tick the answer (s). You can choose more than one answer.

1.	Fried rice	Meatball	Ice tea	Pizza
	(.....)	(.....)	(.....)	(.....)
2.	A glass of hot chocolate	A glass of ice tea	An ice cream	A cup of coffee
	(.....)	(.....)	(.....)	(.....)
3.				
	(.....)	(.....)	(.....)	(.....)
4.				
	(.....)	(.....)	(.....)	(.....)
5.	Doughnut	Pudding	Candies	Ice cream
	(.....)	(.....)	(.....)	(.....)

### Questions:

1. I am hungry. I want to eat some food.
2. It is so hot. I am thirsty. I need to drink.
3. My brother likes to eat sandwich and drink a glass of milk.
4. The most favorite food for a mouse.

### Answers:

1. Option 1, 2, and 4
2. Option 2 and 3
3. Option 1 and 3
4. Option 4

5.



What are they?

5. Option 3 and 4

#### G. ASSESSMENT RUBRIC

No.	Listening instruction	Score
I	Right answer	20
II	Wrong answer	0
	Maximum score	100

Yogyakarta, of November, 2012

The English teacher

The teacher

(Oktisa Istariandari)

(Faidah Rahmawati)

NIM. 06202244178

## LESSON PLAN 6

School : SDN Tulis 03  
School Subject : English  
Class/Semester : V/I

Standard Competence: 1. Comprehend very simple instructions related to the school contexts by doing actions.

Basic Competence : 1.2. Respond to the simple instructions orally.

Indicator :

- ♥ *Students are able to identify kinds of clothes.*
- ♥ *Students are able to do the instructions given by the teacher.*
- ♥ Students are able to give instructions.





Skill : Listening  
Theme : Clothes  
Time : 2x45 minutes

### A. THE OBJECTIVES

Students are able to give and do the instructions related to clothes.

### B. THE MATERIAL

#### ♥ Instructions

 Wear the bandanna!
 Put off your shoes!
 Put on the shirts!
 Run and find the hat!

#### ♥ Vocabularies:

What are your favorite clothes?

I like to wear ... (a skirt, a jacket, shorts, etc)



**Clothes:**

			
<b>a hat/cap</b>	<b>a veil</b>	<b>a bandana</b>	<b>a T-shirt</b>
			
<b>a shirt</b>	<b>a dress</b>	<b>a blouse</b>	<b>a singlet</b>
			
<b>a coat</b>	<b>a sweater</b>	<b>a jacket</b>	<b>a swimsuit</b>
			
<b>a skirt</b>	<b>shorts</b>	<b>trousers/pants</b>	<b>gloves</b>
			
<b>a uniform</b>	<b>shoes</b>	<b>socks</b>	<b>pyjamas</b>
			
<b>a raincoat</b>	<b>sandals</b>	<b>a tie</b>	<b>a belt</b>

C. THE METHOD OF LEARNING : TPR (Total Physical Response)

D. THE ACTIVITIES



**a. Opening activities**

- ♥ The teacher greets the children by singing “Good morning” song then they do a prayer together.
- ♥ The teacher asks the students’ condition by singing “how are you?” song.
- ♥ The teacher checks the attendance list.
- ♥ The students listen when the teacher sings “where are my white socks?” song. After that, the students sing the song together with the teacher.

**b. Main activities**

➤ **Teaching-Learning**

- ♥ *The teacher explains the names of clothes by using puppet as a dialog partner, “What are your favorite clothes, Hiccup?” asks her, (the teacher take a hat and shows it to the students) the puppet replies “I like to wear hat”.*
- ♥ *The teacher asks Hiccup to review the names of clothes. The students listen and repeat the Hiccup’s words.*
- ♥ The teacher then asks the students to sing “my clothes” song. This song is intended to get enjoyable practice in pronouncing the words for students. The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.
- ♥ The teacher explains about some class instructions related to clothes.
- ♥ The teacher pronounces the instructions and acts out the actions. The students follow the teacher’s actions.

➤ **Practice/Rehearse**

- ♥ *The teacher asks the students to play Dressing Up Relay game. The teacher divides the students into two groups and asks them to stand in line. She provides some kinds of clothes in the two fronts desks. She asks two students to act as the model. She will call out a command, such as: put on the hat and shirt to your model. The students listen to the teacher’s instructions and then the front students will run and find the hat and shirt and put them on to the model’s body. If the teacher calls out the “put the clothes off”, the students should put off the clothes from the model’s body. The first student completed the instruction will be the next instructor replacing the teacher.*

- ♥ *The team which can do the fastest and the more correct matching will be the winner.*

➤ **Production**


- ♥ *The teacher asks the students to play Clothes Race Game. The teacher divides the students into two groups and asks them to stand in line. The teacher provides some kinds of clothes in the two fronts desks. The teacher explains the rules of the game that the teacher will call out an instruction, such as wear the shoes and the black socks. The front students in each group will run and find the clothes and put them on their body. If they have finished, they should run and stand in front of the whiteboard. The first team which can wear the clothes correctly will get a point. The team with the highest point will be the winner.*
- ♥ *The teacher checks the students' understanding by holding test related to the material. The students listen to the questions mentioned by the teacher, then choose by ticking the answers provided.*

**c. Closing activities**

- ♥ The teacher asks the students about what they learn today and summarizes the material together.
- ♥ The teacher gives further guidance by passing some questions related to the material to the students.
- ♥ The teacher and the students make a reflection of the lesson.
- ♥ The teacher closes the class by singing "Good bye" song.





**E. REFERENCES**

- ✚ Lewis, Gordon and Gunther Bedson. Games for Children. 2004. Oxford University Press: New York.
- ✚ Mukarto, et.al. Grow with English. 2007. Erlangga Publisher: Bandung.
- ✚ Tim Putra Nugraha. LKS Bahasa Inggris Cemara kelas 5 semester 1. 2009. Putra Nugraha Press: Batang.
- ✚ Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.
- ✚ <http://www.google.co.id/images?q=school+bag&btnG=Telusuri&hl=id&gbv=2&bs=isch%3A1&sa=2>

 [http://www.google.co.id/images?hl=id&gbv=2&tbs=isch%3A1&sa=1&q=the+book+is+on+the+chair&aq=o&aqi=&aql=&oq=&gs\\_rfai=](http://www.google.co.id/images?hl=id&gbv=2&tbs=isch%3A1&sa=1&q=the+book+is+on+the+chair&aq=o&aqi=&aql=&oq=&gs_rfai=)

## F. EVALUATION

Listen to your teacher and tick the answer (s). You can choose more than one answer.

1.	Sweater	Singlet	Jacket	Coat
	(.....)	(.....)	(.....)	(.....)
2.	White T-shirt	White shirt	Red tie	Sandals
	(.....)	(.....)	(.....)	(.....)
3.	Skirt	Belt	Socks	Gloves
	(.....)	(.....)	(.....)	(.....)
4.	Shorts	Bandanna	Cap	Veil
	(.....)	(.....)	(.....)	(.....)
5.				
	(.....)	(.....)	(.....)	(.....)

### Questions:

### Answers:

- |   |                       |
|---|-----------------------|
| 1. When it is cold, I have to wear these thick clothes. | 1. Option 1, 3, and 4 |
| 2. I wear these clothes when I go to school.            | 2. Option 2 and 3     |
| 3. Something which are worn with shoes.                 | 3. Option 3           |
| 4. Clothes that you wear in your head.                  | 4. Option 2, 3, and 4 |
| 5. I wear the clothes when I go to bed.                 | 5. Option 1           |

## G. ASSESSMENT RUBRIC

No.	Listening instruction	Score
I	Right answer	20
II	Wrong answer	0
	Maximum score	100

Yogyakarta, 23<sup>rd</sup> of November, 2010

The English teacher

The teacher

(Novi Nurhidayah, S.Pd.)

(Tuti Hastuti)

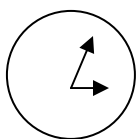
NIM. 06202244170

## Field note 1

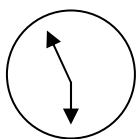
### Observation 1at SDIT Anajah

(Thursday, 9<sup>th</sup> February 2012)

1. Getting in the class, teachers said “Good morning, students. How are you today?”  
Students answered “I am fine, thank you, and you?”  
She then answered back “I am fine too.
2. Teacher asked the students to remember the last lessons. It was about “TIME.”
3. Teacher then drew some pictures of clock on the blackboard:



1.15 → it is a quarter past one



11.30 → it is half past eleven

4. Most of the boys became very noisy when the teacher was working with her drawings. It happened for some times at the beginning of the lesson.
5. Teacher checked the students whether they’ve done the homework or not. Then she wrote the homework on the blackboard.
6. Teacher suggested the students to use earlier books because the principal didn’t give any instruction about what book will be used (in Bahasa Indonesia).
7. Then, basing on the book, she wrote some tasks on the blackboard and asked the students to do those tasks.
8. Some boys interrupted the teacher and made class so crowd. Therefore, she warned them. After that, the lessons ran again.
9. After some minutes, the boys acted again, and the teacher warned them and finally wrote the names of the troublemakers on the board.
10. Some students asked questions about other things outside English stuffs (in Bahasa Indonesia!), and teacher answered in Bahasa Indonesia too.
11. Surprisingly, when the teacher was writing the tasks on the board, one girl interrupted the teacher and reminded her about her mistake in spelling “thirteen” instead of “thirteen.”
12. After writing the answer of the tasks on their book, students then were to discuss about the right answers. Teacher asked students one-by-one to read the right answer, and sometimes she pointed to the troublemakers when she/he made acted badly.
13. Having finished with the tasks, teacher leaded the class to the next theme, “activities and hobbies.”

14. There was very disturbing noise from outside.
15. Teacher introduced the new theme by asking students about their hobbies. Students got very enthusiastic in mentioning their hobbies. Class was getting very noisy. This time, teacher introduced the function “what is your hobby?”
16. Some students (again) made much noise
17. Teacher then read a story about somebody’s daily activities. The story was in English. After reading each sentence, she asked students about the meaning (in Bahasa Indonesia) of the sentence she had read.
18. Sometimes, she also translated them into Bahasa Indonesia. Most girls kept quiet listening to the story, while the boys played one another. However, surprisingly, the troublemakers were actively involved in answering teacher’s questions.
19. The teacher made mistake in pronouncing *taking*. She pronounced “toking” instead of “teking.”
20. At the time, three boys sitting in first row played one another and it was lost from teacher’s control.
21. After having finished reading the story, teacher asked questions related to the story and some students answered them. When students failed to find the right answer, teacher helped them by using gestures.
22. Teacher then finally finished the lesson by having closing and saying a prayer.

## Field Note 2

### Observation 2 di SDIT Anajah

(Thursday, 16<sup>th</sup> February 2012)

1. Guru masuk kelas, mengucapkan salam (siswa membalasnya), lalu beliau menyuruh siswa berdoa dan menyiapkan diri.
2. Guru mengecek siswa tentang PR.
3. Kemudian guru menyuruh siswa untuk mencocokkan jawaban PR dalam LKS, satu persatu membaca.
  - Guru kurang memberikan paparan dalam bahasa Inggris. Kebanyakan menerangkan dalam bahasa Indonesia.
  - Siswa juga kurang banyak berbicara dalam bahasa Inggris. Saat ada siswa yang membaca jawaban secara lengkap beserta kalimat pertanyaannya, siswa lainnya malah mengejek dan menertawakannya. Hal ini membuat siswa kurang merasa “nyaman” dan percaya diri saat sedang berbicara dalam bahasa Inggris.
  - Saat siswa melakukan kesalahan dalam pengucapan/pelafalan kata-kata bahasa Inggris, guru membetulkan tetapi kurang bersikap tegas, sehingga siswa kurang memperhatikan. Akibatnya, kesalahan-kesalahan tadi terjadi berulang-ulang.
4. Saat berlangsung kegiatan “mencocokkan soal” beberapa siswa (laki-laki) terlihat ramai saling bersenda gurau.
  - Beberapa siswa terlihat sudah menguasai hampir semua *vocab*, tetapi masih kurang tepat melafalkannya.
  - Tanya-jawab dilakukan dalam bahasa Indonesia
  - Terdapat beberapa siswa yang kedatangan belum mengerjakan PR
  - Guru beberapa kali diketahui melakukan kesalahan dalam pengucapan dan penulisan:
 

○ Mosque→mosqiu	* zoo→zou
○ Medicine→medisain	*museum→musium
○ Church→carc	*government→govermant
5. Beberapa saat kemudian, beberapa siswa kembali terlihat bermain-main sehingga guru marah.
6. Dalam mencocokkan spelling, guru juga menggunakan bahasa Indonesia.
7. Siswa terlihat antusias dalam kegiatan pembelajaran tetapi kurang diberi kesempatan dalam menggunakan bahasa Inggris.
8. Surprisingly.... Ternyata LKS memiliki banyak kesalahan dalam grammar...!
9. Siswa terkesan cukup berani dalam memberikan jawaban dalam bahasa Inggris, hanya saja kurang tepat dalam pelafalannya.
10. Setelah selesai dengan PR, kelas melanjutkan materi tentang “Present Continues Tense.”
11. Karena sebagian besar waktu telah terpakai untuk membahas PR, maka pemberian materi baru tidak maksimal.

12. Beberapa siswa masih terlihat ramai dengan teman sebangkunya.
13. Setelah jam pelajaran usai, guru memeberikan tugas PR, tanpa memberikan *summary* tentang materi yang telah dipelajari hari itu.



### Field Note 3

#### Cycle 1, meeting 1

(Thursday, 7<sup>th</sup> Sep 2012)

Pada pukul 08.10 guru peneliti masuk tepat waktu ke dalam kelas. Kemudian guru mengucapkan salam “Assalamu’alaikum wr. wb” dan siswa menjawabnya serempak. Lalu guru menyapa siswa “Good morning, everybody. How are you today?” Siswa menjawab “*Good morning, Miss. I am fine, thank you. And you?*” Guru kembali menjawab “*I am fine too, thank you.*” Setelah itu guru peneliti mulai memanggil nama siswa satu-persatu guna mengecek kedatangan mereka. Namun sebelumnya, guru menerangkan cara menjawab panggilan tersebut dengan jawaban “*present.*” Lalu gurupun mulai memanggil nama-nama siswa. Pada awalnya, beberapa siswa terlihat ragu-ragu untuk menjawab “*present*” setelah nama mereka dipanggil. Namun, setelah guru memberi mereka semangat, siswa berikutnya mulai dengan percaya diri dalam menjawab panggilan guru tersebut.

Setelah selesai mengecek kehadiran siswa, guru meminta salah seorang siswa untuk menghapus tulisan di papan tulis dengan mengatakan “*someone clean the blackboard, please.*” Kemudian setelah siswa tenang di tempat duduk mereka masing-masing, guru peneliti bertanya pada siswa beberapa pertanyaan tentang benda-benda yang ada di dalam kelas. Beberapa siswa awalnya agak ragu-ragu untuk menjawab. Guru peneliti memberi contoh beberapa kata dalam bahasa Inggris, seperti “*chair*” dan “*table.*” Siswapun mulai ber suara memberikan contoh benda-benda yang lain seperti *book, pen, shoe, cupboard, blackboard, dan chalk.* Kemudian guru menjelaskan bahwa pada hari itu, mereka akan belajar mengenai *things in the classroom.*

Guru mulai mengeluarkan flashcards dari dalam tasnya dan menunjukkannya kepada siswa. Flashcards tersebut berisi gambar mengenai benda-benda di dalam kelas. Pada satu sisi terdapat gambar, dan pada sisi yang lain tertulis namanya dalam bahasa Inggris. Sembari menunjukkan flashcard tersebut, guru melafalkan nama-nama mereka dalam bahasa Inggris. Kemudian guru meminta siswa untuk mengulangi ucapan guru tentang nama benda-benda tersebut (*drilling*). Beberapa siswa terlihat ragu untuk melafalkan. Namun sebagian besar terlihat bersemangat.

Kemudian guru memperkenalkan cara untuk bertanya kepada orang lain tentang benda apa yang mereka punya. Guru menjelaskannya lebih lanjut dengan cara mengundang kolaborator untuk maju ke depan dan mempraktekkan percakapan yang melibatkan tindak tutur seperti “*what do you have? I have a book.*” Setelah itu, guru meminta siswa untuk mengulangi ucapan guru. Lalu, guru meminta siswa mempraktekkan percakapan tersebut dengan cara meminta seorang siswa untuk maju ke depan kelas dan bercakap-cakap dengan guru peneliti menggunakan tindak tutur diatas. Kemudian siswa lainpun diberi kesempatan untuk mencoba mempraktekkannya secara berpasangan.

Para siswa mulai maju secara berpasangan untuk praktek. Beberapa siswa terlihat malu-malu dalam berbicara, beberapa yang lain terlihat terbata-bata melafalkannya, dan beberapa lagi terlihat percaya diri saat praktek di depan kelas. Guru peneliti tampak memberikan bantuan

kepada siswa yang masih mengalami kesulitan. Setelah mereka bisa melafalkan ucapan-ucapan tersebut, gurupun segera berpindah memantau siswa yg lain. Sehabis semua siswa mendapatkan giliran untuk praktek, guru memperkenalkan mereka sebuah permainan, yaitu survey game.

Pada awalnya, guru menjelaskan prosedur permainan survey game. Sesudah itu, siswapun melakukan permainan survey game. Mula-mula guru membagikan selembar kertas kepada tiap siswa untuk kemudian digambar sebuah table untuk dipakai dalam survey game. Gurupun menggambar contoh format table di papan tulis dan siswapun segera menyalinnya di atas kertas mereka masing-masing. Ternyata, proses pembuatan table oleh siswa memakan banyak waktu, sekitar 10 menit lebih karena tidak semua siswa membawa penggaris untuk membuat table.

Melihat hal ini, guru peneliti mengajari siswa untuk berbagi peralatan ataupun memanfaatkan peralatan yang mereka punya untuk membuat table seperti tepian buku tulis, tempat pensil, bahkan pensil atau pulpen untuk membentuk garis. Setelah siswa selesai membuat table, maka permainan dimulai. Siswa lalu diminta untuk menanyai semua teman-teman mereka satu persatu menggunakan ekspresi- ekspresi yang telah dipelajari. Siswa-siswa terlihat antusias berlarian berlomba-lomba bertanya kepada teman mereka masing-masing. Guru terlihat memantau para siswa dan memberikan bantuan kepada para siswa yang terlihat mengalami kesulitan.

## Field Note 4

### Cycle 1, meeting 2

(Thursday, 14<sup>th</sup> Sept 2012)

Guru peneliti masuk ke dalam kelas pada pukul 08.15 WIB. Kemudian guru mengucapkan salam dan menyapa siswa “Good Morning, class. How are you today?” Siswa menjawabnya dengan lancar “Good morning, Sir. I am fine, thank you. And you?” dan guru kembali menjawabnya “I am fine, too, thank you.” Lalu guru mulai memeriksa kedatangan siswa dengan memanggil mereka satu per satu. Kemudian atas petunjuk sebelumnya dari guru peneliti, siswa menjawab “I am here.” Setelah guru bertanya “could anyone clean the blackboard, please,” ada seorang siswa yang maju untuk membersihkan papan tulis. Pada pagi ini, siswa terlihat kurang ceria dan cuaca terlihat agak mendung.

Guru lalu mereview materi pertemuan minggu lalu dengan mengetes siswa dengan expression yang sudah dipelajari. Terlihat hanya beberapa siswa saja yang masih ingat dengan pelajaran tersebut, karena hanya mereka saja yang menjawab pertanyaan guru dengan benar. Begitu pula saat guru bertanya tentang pengucapan beberapa kata dalam bahasa Inggris. Tidak semua siswa benar dalam mengucapkannya. Setelah membetulkannya, guru kemudian memberitahu siswa tentang pelajaran yang akan dilalui pada hari ini.

Guru mulai memperkenalkan materi yang baru. Guru mengeluarkan *flashcards* dari dalam tasnya, dan mulai melakukan *direct drilling* terhadap siswa. Siswa terlihat tertarik dengan *flashcards* yang dibawa oleh guru pada hari ini. Setelah itu guru mengajarkan siswa bagaimana cara bertanya pada orang lain tentang benda kepunyaan mereka. Pada mulanya guru menerangkan, lalu untuk lebih memperjelas, kolaboratorpun diminta maju ke depan kelas untuk membantu guru mempraktekkan *expression* tersebut. *Expression* yang digunakan adalah *Is it yours? Yes it is. Can I borrow your book? Sure, here it is* atau *Sorry, you cannot*. Tidak berapa lama kemudian, guru meminta salah seorang siswa untuk menjadi sukarelawan untuk maju dan latihan berbicara dengan guru di depan kelas. Awalnya siswa tidak bersedia karena malu. Tetapi setelah mendapat bujukan dan dorongan dari guru dan kolaborator, akhirnya ada seorang siswa yang maju. Pada mulanya, guru memegang sebuah kartu bergambar dan bertanya pada siswa tersebut “*Is it yours?*” siswaupun dibebaskan untuk menjawab “*Yes, it is*” atau “*No, it isn't*.” lalu siswa bergantian mendapat tugas untuk bertanya kepada guru. Sang siswa terlihat masih ragu-ragu karena beberapa temannya terus-menerus meledek dan mengganggu.

Setelah siswa pertama berhasil mempraktekkan percakapan itu, guru memanggil beberapa siswa untuk maju dan praktek berbicara. Kemudian guru meminta siswa untuk membentuk pasangan dan memanggil mereka satu per satu untuk maju ke depan kelas dan praktek berbicara dengan dibantu kartu bergambar. Beberapa siswa laki-laki terlihat berebutan memilih kartu yang sesuai dengan kesukaan mereka. Lalu setelah semua siswa mendapat giliran untuk maju secara berpasangan, guru mengajak siswa untuk tenang sebentar karena beberapa

siswa laki-laki masih berebut kartu. Lalu gurupun menawarkan siswa untuk melakukan permainan. Dan siswa serentak dengan antusias menjawab “horee...”

Kemudian guru menjelaskan bahwa mereka akan bermain whisper race. Setelah prosedur permainan dijelaskan, guru mengeluarkan dua set kartu alphabet. Peraturannya sama dengan permainan whisper race pada umumnya, hanya saja pada whisper race yang sudah dimodifikasi agar bisa lebih mengekspos keterampilan berbicara ini, nantinya siswa yang terakhir harus mengambil kartu-kartu alphabet dan menyusunnya menjadi kata yang dimaksud., sambil mengejanya dalam bahasa inggris. Siswa merespon dengan amat antusias. Lalu siswapun segera membagi mereka menjadi 2 kelompok dan menyuruh mereka untuk berdiri berbaris dalam kelompok mereka masing-masing. Barisan tersebut menghadap tembok belakang, sedangkan guru peneliti berdiri di belakang mereka. Lalu guru memanggil 1 orang perwakilan dari tiap kelompok untuk maju. Setelah itu guru membisikkan suatu kata, dan mereka pun segera berlari menuju kelompok mereka. Permainan pun dimulai.

Kedua kelompok terlihat amat antusias dalam berlomba. Saat tiba giliran siswa yang terakhir/paling belakang, dia segera berlari ke arah papan tulis dimana telah diletakkan tumpukan kartu alphabet tadi. Di bagian ini, permainan terlihat lebih seru karena merupakan saat yang menentukan bagi tiap kelompok apakah mereka akan mendapatkan poin atau tidak. Siswa yang kebagian menyusun kata-kata tersebut terlihat bingung, panic, tapi sekaligus senang. Kedua siswa tersebut akhirnya berhasil menyusun dan mengeja kata yang dimaksud, dan kedua regu mendapatkan nilai yang sama. Pada awalnya permainan ini berjalan lancar, tapi setelah beberapa siswa mendapat giliran, siswa yang tidak bertugas menyusun kata mulai turut maju dan memberitahu teman satu kelompoknya. Setelah beberapa lama, permainan pun harus diakhiri karena bel tanda usai berbunyi.

Gurupun segera menutup pelajaran setelah sebelumnya menyimpulkan pelajaran yang telah dilalui tadi.

## Field Note 5

### Cycle 2, meeting 1

(Thursday, 21<sup>th</sup> Sep 2012)

Kali ini guru peneliti datang terlambat. Guru masuk pada pukul 08.25 WIB. Saat itu siswa sedang mengerjakan soal pelajaran Agama Islam. Guru peneliti pun masuk ke dalam kelas. Melihat guru masuk, para siswa segera merapikan meja mereka dan memasukkan LKS pelajaran Agama Islam ke dalam tas masing-masing. Kemudian mereka mengeluarkan buku dan LKS pelajaran Bahasa Inggris. Setelah siswa terlihat siap, guru menyapa mereka “*Good morning, everyone. How are you this morning?*” Siswa menjawab “*Good morning, Sir. I am fine, thank you. And you?*” Guru kembali menjawab “*I am fine too, thank you.*” Setelah itu guru peneliti mulai memanggil nama siswa satu per satu guna memeriksa kedatangan mereka. Sebelumnya, guru memperbolehkan mereka untuk menjawab panggilan tersebut dengan jawaban “*present*” atau “*I am here.*” Lalu gurupun mulai memanggil nama mereka. Pada awalnya, beberapa terlihat ragu-ragu untuk menjawab “*present*” setelah nama mereka dipanggil. Namun, setelah guru memberi mereka semangat, siswa berikutnya mulai dengan percaya diri dalam menjawab panggilan guru tersebut. Setelah selesai mengecek kehadiran siswa, guru meminta salah seorang siswa untuk menghapus tulisan di papan tulis dengan mengatakan “*can I have the blackboard, please.*”

Setelah siswa tenang di tempat duduk mereka masing-masing, guru menjelaskan sekilas pelajaran yang akan mereka pelajari pagi ini. Tema hari ini adalah *profession*. Guru menanyakan pekerjaan salah seorang guru di sekolah itu. Lalu siswa menjawab “*teacher.*” Kemudian gurupun mengeluarkan *flashcards* baru yang berisi tentang jenis-jenis pekerjaan. Siswa terlihat antusias melihat guru membawa gambar yang baru lagi untuk belajar. Lalu sambil menunjukkan kartu bergambar tersebut, guru menyebutkan nama-namanya dalam bahasa Inggris. Siswapun diminta untuk mengulangi ucapan guru.

Kemudian siswa diajari ungkapan-ungkapan untuk menanyakan pekerjaan orang lain. Ekspresi-ekspresi tersebut adalah “*What is your job,*” “*Where do you work,*” dan “*Are you a nurse?*” selesai dengan *drilling* mengenai pekerjaan, guru membagikan *flashcards* kepada menjelaskan bahwa mereka akan melakukan permainan. Peraturannya pun dijelaskan. Jadi peraturannya adalah siswa dibagi menjadi 3 kelompok, dengan 6 anak di masing-masing kelompok. Permainannya adalah *guessing game*. Setiap perwakilan dari tiap kelompok diminta maju ke depan kelas dan saling berbagi kartu yang berisi nama pekerjaan. Setelah saling bertukar kartu, siswa akan memperagakan ciri-ciri suatu pekerjaan. Lalu kelompoknya sendiri diharuskan untuk menebaknya. Kalau tebakannya benar, maka kelompoknya akan mendapatkan poin, sedangkan bila kelompoknya tidak mampu menjawab dengan benar, maka regu lawan yang tadinya memiliki kartu tersebutlah yang akan mendapatkan poin. Permainan dilakukan sampai semua siswa mendapatkan giliran untuk memperagakan suatu pekerjaan di depan kelas.

Selesai dengan permainan pertama, dilanjutkan dengan permainan kedua, yaitu menebak pekerjaan orang lain secara langsung. Awalnya, siswa dibagi menjadi 2 kelompok. Lalu satu orang perwakilan dari tiap kelompok dipanggil untuk menebak pekerjaan lawan dengan menggunakan ekspresi “*are you a ...?*” jika jawaban benar, maka perwakilan dari regu lawan akan menjawab “*Yes, I am.*” Dan regu penanya akan mendapatkan poin. Tetapi sebaliknya, jika jawaban yang diberikan adalah “*No, I am not.*” Maka regu lawanlah yang akan mendapatkan poin.

Setelah beberapa lama, bel tanda usai pelajaran pun berbunyi. Dan guru menutup pelajaran dengan melakukan *flashback* mengenai pelajaran hari ini. Setelah itu, siswa mengakhiri pelajaran dan mengucapkan salam.

## DAFTAR PERTANYAAN UNTUK OBSERVASI

### A. DATA TENTANG SEKOLAH

#### 1. PROFIL SEKOLAH

- a. Nama sekolah :
- b. Lokasi :
- c. Nama kepala sekolah :
- d. Keadaan guru
  - Jumlah : ... org (Guru Bahasa Inggris = ...org)
  - Status : ... PNS +... Honorer
- e. Keadaansiswa
  - Jumlah : ..... (putra =....) + (putri =....) \*kelas V (... pa, ... pi)
  - Latar belakang ekonomi :
- f. Fasilitas yang tersedia :
  - a. ruang kelas ( )
  - b. kantor guru ( )
  - c. kantin ( )
  - d. laboratorium ( ) \* lab Bahasa (
  - e. perpustakaan ( )
  - f. mushola ( )
  - g. toilet ( )
  - h. koperasi ( )
  - i. lapangan ( )
  - j. halaman ( )
  - k. tempat parkir ( )
  - l. UKS ( )
  - m. dapur ( )

#### 2. PROFIL GURU BAHASA INGGRIS

- a. Nama : Ibu
- b. Latar belakang pendidikan :
- c. Pengalaman/lama mengajar :
- d.

## **B. DATA TENTANG AKTIVITAS PEMBELAJARAN**

### **1. PEMBELAJARAN BAHASA INGRIS SECARA UMUM**

- a. Mulai kelas berapa Bahasa Inggris diajarkan?
- b. Berapa jumlah guru yang mengampu pelajaran Bahasa Inggris?
- c. Berapa kelas yang diampu oleh masing-masing guru?
- d. Apakah ada kebijakan-kebijakan tertentu dari sekolah tentang pengajaran Bahasa Inggris?
- e. Dalam mengajarkan Bahasa Inggris, apakah ibu menekankan pada suatu ketrampilan berbahasa tertentu? Jika iya, mengapa?
- f. Apakah ada fasilitas penunjang untuk pengajaran Bahasa Inggris? Jika ada, apa saja itu?
- g. Kegiatan apa saja yang dilakukan dalam pengajaran Bahasa Inggris? Media apa saja yang dipakai?
- h. Kesulitan apa saja yang dihadapi dalam mengajar Bahasa Inggris?

### **2. KEADAAN SISWA**

- a. Bagaimana kemampuan siswa dalam Bahasa Inggris?
- b. Bagaimana respon/keterlibatan siswa dalam proses belajar mengajar? Apakah antusias?
- c. Biasanya metode atau kegiatan apa yang disukai siswa saat belajar Bahasa Inggris?

### **3. PENGAJARAN SPEAKING**

- a. Bagaimana kemampuan siswa dalam ketrampilan speaking?
  - Bagaimana tingkat produktivitas siswa dalam ketrampilan speaking? Aktif atau pasif? Mengapa?
- b. Apa kelemahan siswa pada ketrampilan speaking?
- c. Apa saja usaha yang telah dilakukan untuk mengatasi kelemahan tersebut?
- d. Apa saja metode yang dipakai dalam menyampaikan materi speaking?
  - Bagaimana hasilnya?
  - Bagaimana respon siswa?
  - Apa saja kesulitannya?
- e. Pernahkah ibu menerapkan metode permainan, bercerita atau bernyanyi saat mengajarkan materi speaking?
  - Jika sudah, apa saja? Bagaimana respon siswa?
  - Jika belum mengapa?
- f. Bagaimana biasanya Ibu menilai kemampuan speaking siswa? Bagaimana cara mengoreksi kesalahan siswa?
- g. Bahasa apa yang paling dominan digunakan Ibu dalam mengajar speaking?



C. Data Tentang Siswa

1. Adik namanya siapa?
2. Adik suka ga belajar bahasa inggris? Sukanya kenapa (waktu ngapain), tidaknya kenapa (waktu ngapain)?
3. Menurut adik, bahasa Inggris itu susah apa mudah? Susahnya kenapa (waktu ngapain), mudahnya kenapa (waktu ngapain)?
4. Kalau belajar bahasa inggris di kelas, biasanya ngapain aja? Rasanya gimana?
5. Bu guru ngajarnya enak ga? Kenapa?
6. Bu guru pernah marah ga? Biasanya kenapa?
7. Yang paling disukai waktu pelajaran bahasa inggris apa? Kenapa?
8. Adik sering ga belajar ngomong pake bahasa inggris?
9. Adik berani ga ngomong pake bahasa inggris? Kenapa?
10. Pernah ga adik merasa bosan atau bingung waktu pelajaran bahasa inggris? Kenapa (waktu ngapain?)
11. Adik pengennya ngapain waktu pelajaran bahasa inggris?
12. Pernah ga buru ngajarin nyanyi pake bahasa inggris atau ngajak maen game waktu ngajar bahasa inggris? Kalau pernah, kalian suka ga?

## **Interview Guidelines (For the Principal)**

1. Sejak kapan Bahasa Inggris diajarkan di sekolah ini?
2. Mulai kelas berapa Bahasa Inggris diberikan?
3. Berapa jumlah guru yang mengampu pelajaran Bahasa Inggris?
4. Berapa kelas yang diampu oleh masing-masing guru?
5. Apakah ada kebijakan-kebijakan tertentu dari sekolah tentang pengajaran Bahasa Inggris?
6. Apakah ada fasilitas penunjang untuk pengajaran Bahasa Inggris? Jika ada, apa saja itu?
7. Adakah hambatan dalam pengajaran Bahasa Inggris di sekolah ini? Kalau ada, apakah itu?

## **Interview Guidelines**

### **(For the English Teacher part 1)**

#### **A. Pembelajaran Bahasa Inggris Secara Umum**

1. Sejak kapan Bahasa Inggris diajarkan di sekolah ini?
2. Mulai kelas berapa Bahasa Inggris diberikan?
3. Berapa jumlah guru yang mengampu pelajaran Bahasa Inggris?
4. Berapa kelas yang diampu oleh masing-masing guru?
5. Apakah ada kebijakan-kebijakan tertentu dari sekolah tentang pengajaran Bahasa Inggris?
6. Dalam mengajarkan Bahasa Inggris, apakah ibu menekankan pada suatu ketrampilan berbahasa tertentu? Jika iya, mengapa?
7. Kesulitan apa saja yang dihadapi dalam mengajar Bahasa Inggris?

#### **B. Kegiatan kelas dan media pembelajaran**

1. Apakah ada fasilitas penunjang untuk pengajaran Bahasa Inggris? Jika ada, apa saja itu?
2. Buku apa yang digunakan dalam mengajar?
3. Kegiatan apa saja yang dilakukan dalam pengajaran Bahasa Inggris? Media apa saja yang dipakai?
4. Pernahkah memakai permainan atau lagu dalam mengajar?
5. Pernahkah melakukan pembelajaran di luar kelas?

#### **C. Keadaan Siswa**

1. Bagaimana kemampuan siswa dalam Bahasa Inggris?
2. Bagaimana respon/keterlibatan siswa dalam proses belajar mengajar? Apakah antusias?
3. Biasanya metode atau kegiatan apa yang disukai siswa saat belajar Bahasa Inggris?

## **Interview Guidelines**

### **(For the English Teacher part 2)**

#### **Pengajaran Listening**

1. Bagaimana kemampuan siswa dalam keterampilan listening?
2. Bagaimana tingkat produktivitas siswa dalam ketrampilan listening? respon atau pasif? Mengapa?
3. Apa kelemahan siswa pada ketrampilan listening?
4. Apa saja usaha yang telah dilakukan untuk mengatasi kelemahan tersebut?
5. Apa saja metode yang dipakai dalam menyampaikan materi listening?
6. Bagaimana hasilnya?
7. Bagaimana respon siswa?
8. Apa saja kesulitannya?
9. Pernahkah ibu menerapkan metode permainan, bercerita atau bernyanyi saat mengajarkan materi listening?
10. Jika sudah, apa saja? Bagaimana respon siswa?
11. Jika belum mengapa?
12. Bagaimana biasanya Ibu menilai kemampuan speaking siswa? Bagaimana cara mengoreksi kesalahan siswa?

## **Interview Guidelines (For the Students)**

1. Namanya siapa? Hobi?
2. Suka dengan bahasa Inggris tidak? Kenapa?
3. Menurut kalian, Bahasa Inggris itu mudah atau susah? Kenapa? Terus susah pas ngapain dan mudah pas ngapain?
4. Biasanya dalam pelajaran bahasa Inggris, kalian ngapain aja? Rasanya gimana? Kenapa?

# Photograph



The teacher explaining the materials



Using the pictures



Using puppet



the students was active



Simon says



the teacher giving instructions

## THE SONG LYRIC

### 1. Ten little Indian

One little, two little,  
 Three little Indians.  
 Four little, five little,  
 Six little Indians.  
 Seven little, eight little,  
 Nine little Indians,  
 Ten little Indian boys.

Ten little, nine little,  
 Eight little Indians.  
 Seven little, six little,  
 five little Indians.  
 Four little, three little,  
 Two little Indians,  
 One little Indian boy.

### 2. What time is it?

It's five o'clock  
 Five five five five five o'clock  
 What time is it?  
 It's nine o'clock  
 Nine nine nine nine nine o'clock

### 3. Hokey pokey

You put one hand in  
 You put one hand out  
 You put one hand in and you shake shake shake shake shake

You do the hokey pokey and turn around

Everybody turn around

You put two hands in

You put two hands out

You put two hands in and you shake shake shake shake shake

You do the hokey pokey and clap your hands

Everybody clap your hands

You put one foot in

You put one foot out

You put one foot in and you shake shake shake shake shake

You do the hokey pokey and sit down

Everybody please sit down

You put two feet in

You put two feet out

You put two feet in and you shake shake shake shake shake

You do the hokey pokey and stand up

Everybody please stand up

You put your head in

You put your head out

You put your head in and you shake shake shake shake shake

You do the hokey pokey and sing a song

La la la la la la la

You put your back side in

You put your back side out

You put your back side in and you shake shake shake shake shake

You do the hokey pokey and be quite!





If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it, then your face will surely show it

If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

#### 6. Head, shoulders, knees, toes

Head, shoulders, knees and toes,

Knees and toes.

Head, shoulders, knees and toes,

Knees and toes.

And eyes, and ears, and mouth,

And nose.

Head, shoulders, knees and toes,

Knees and toes.

#### 7. Good morning

(The teacher sings and waves the hands)

Good morning to you

Good morning to you

Good morning my students

Good morning to you

(Then the students sing and wave their hands to reply the teacher)

Good morning teacher

Good morning teacher

Good morning my teacher

Good morning to you

#### 8. How are you?

The teacher sings: **Hello! Hello! How Are You** (Wave the right hand, then the left hand)

The students sing: **Fine thanks, Fine thanks**

**How are you?** (shake hands with a partner)

The teacher sings: **Hello! Hello! How Are You** (Wave the right hand, then the left hand)

The students sing: **I'm fine thank you** (shake hands with a partner)  
(then, change the position, the students first to sing)

### 9. Where are you going?

Going going where are you going?

Going going where are you going now?

I am going to the library

Library

Going going where are you going now?

Going going where are you going now?

I am going to the teacher's room

Teacher's room

### 10. Good bye

Good Bye My friends Good Bye

Good Bye My friends Good Bye

See you next time See you

See you next time See you

See you next time in our English class

See you next time See you

See you next time See you

See you next time in our English class

### 11. I like apples

**It's yummy yummy yummy** (raise the thumbs) **to my tummy tummy tummy**  
(hold stomach)

**yummy yummy yummy** (raise the thumbs) **to my tummy tummy tummy** (hold stomach), **all right**

**Pizza, pizza** (bring the picture of pizza)

**I like pizza** (stick the right thumb up, and the left hand hold the picture of apples)

**Fried chicken, fried chicken** (bring the picture of bananas)

**I like fried chicken** (stick the right thumb up, and the left hand hold the picture of fried chicken) **Coz they yummy yummy yummy** (raise the thumbs) **to my tummy tummy tummy** (hold stomach),  
**yummy yummy yummy to my tummy tummy tummy all right**

## 12. What do you like?

The actions when the teacher sings that song:

Researcher: What do you like, what do you like?

Hiccup: I like bread

Researcher: What do you like, what do you like?

Hiccup: I like cake

## 13. My clothes

<p>This is the way wear our clothes Wear the clothes Wear the clothes This is the way we wear the clothes We wear it in the morning  This is the way wear the shirt Wear the shirt Wear the shirt This is the way we wear the shirt We wear it in the morning</p>	<p>This is the way wear the shorts Wear the shorts Wear the shorts This is the way we wear the shorts We wear it in the morning  This is the way wear the dress Wear the dress Wear the dress This is the way we wear the dress We wear it in the morning</p>
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